The Linguistic Needs of Engineering Students:
A Case Study

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ABSTRACT

The aim of this study is to discover whether the materials being used in Engineering Faculty fit the learners' needs in terms of language skills and learning strategies related to language skills or not. The rationale behind the choice of this topic is based on our observations at Eastern Mediterranean University (EMU) which is one of the universities where English is used as a language of instruction. Most of the students who are enrolled at the university come from various native language backgrounds, hence, English is not their native language. Although these students come to their relevant departments after acquiring the certain level of English proficiency, they may still have problems concerning the use of English. Moreover, most of the departments offer General English (GE) rather than English for Specific Purposes (ESP).

The participants of this study are the students and instructors of the Faculty of Engineering. The students are 120 first year students who registered in Communication in English courses in 2015 academic year and three English Language instructors teaching English. Communicatin in English course books are EAP courses, and are taught under the name of ENGL 191 and ENG 192 course in the Engineering Faculty, EMU University. The aims of ENG 192 course are to improve and develop English language siklls and knowledge within an academic context, to imrprove and develop academic study skills and knowledge of academic convention, to improve and develop critical thinking skills, to develop interest in and knowledge of a wide range of academic issue across the curriculum, and to develop an understanding of interdisplinary links, to develop an autonomous and self-directed approach to learning, and to develop skills in exploiting computer both as a study

resource and as tool for producing professionally presented work. While the aims of ENG 191course are to improve English language skills (speaking , reading , writing) in an academic context, to engage students with high-interest reading and lively activities to help them develop vocabulary and reading skillsand strategies that can be used in their writing, to improve different reading skills and strategies, to enhance students speaking skills throughtout pre- and post reading group discussions, to allow students to hone their writing skills befor produce their own reading through writing models and writing skills practice, to lead students step-by-step through the writing process with the help of the writing assignment, to improve critical and refelective thinking skills, to develop an autonomous and self-direct approach to learning, and to develop skills in exploiting computers both as study resource and as a tool for producing academic work.

The researcher used the triangulation method to increase the reliability of the data. In other words, three sources of data were used: questionnaire for students, interviews with the ESP teachers, and classroom observations. The obtained data were analyzed to discover the perceptions of the students toward their needs and teachers' perceptions toward students' needs.The researcher used SPSS to process the data to obtain descriptive statistic. Also, the qualitative methods were used to describe the data. The findings of the study revealed that although the used materials did not include some activities, they met the learners' needs. Finally, the study presented pedagogical implication, limitation, and recommendation for further research.

Keywords: ESP, EAP, EOP, learning strategies (LS), Need analysis

ÖZ

Bu çalışmanın amacı Mühendislik Fakültesinde kullanılan materyallerin dil becerileri ve öğrenme stilleri açısından öğrenme ihtiyaçlarına uygun olup olmadığını ortaya koymaktır. Bu konunun seçimi arkasındaki amaç Doğu Akdeniz Üniversitesi'nin (DAÜ) eğitim dili İngilizce olan üniversitelerden biri olmasıdır. Doğu Akdeniz Üniversitesi'nin (DAÜ) eğitim dili İngilizce olmasına rağmen öğrencilerin çoğu çeşitli ülkelerden geldiği için ana dilleri İngilizce değildir. Bu öğrenciler belirli bir düzeyde İngilizce yeterliliği elde ettikten sonra ilgili bölüme gitmelerine rağmen, hala İngilizce kullanımıyla ilgili problem yaşamaktadırlar. Ayrıca, bölümlerin çoğunda özel amaçlı İngilizce yerine genel İngilizce kullanılmaktadır.

Bu çalışmanın katılımcıları, 2014-2015 akademik yılında Mühendislik Fakültesinde okuyan 'İletişim için İngilizce' dersine kayıtlı olan 120 öğrenci ile özel amaçlı İngilizce derslerini veren 3 öğretim elemanıdır.

Araştırmamızda yüksek güvenirlilik sağlamak için üçgensel yöntem kullanmıştır. Bir başka deyişle, veriler: öğrenciler için anket, özel amaçlı İngilizce dersi veren öğretmenlerle görüşme ve sınıf gözlemlerine dayandırılarak toplanmıştır. Ayrıca, araştırmacı öğrencilerin kendi ihtiyaçlarına yönelik algılarını ve öğretmenlerin öğrencilerin ihtiyaçlarına yönelik algılarını keşfetmek için özel amaçlı İngilizce materyallerini analiz etmiştir.

Araştırmacı betimsel istatistik elde etme işlemi için SPSS programı kullanılmıştır. Ayrıca, analizinde nitel yöntemler de kullanılmıştır. Bazı uygulamalarda öğrencilerin ihtiyaçları ile fark olmasına rağmen araştırmanın bulguları kullanılan malzemelerin

öğrencilerin ihtiyaçlarını karşıladığını ortaya koydu. Sonuç olarak araştırma, bazı sezdirimler, araştırma sınırlılıkları ve ileriki çalışmalar için bazı öneriler ortaya koymuştur.

Anahtar Kelimeler: Özel amaçlı İngilizce, Özel akademik İngilizce, Özel iş İngilizcesi, öğrenme stilleri, ihtiyaçlar analizi

DEDICATION

To my beloved wife Khayal, and to our dear children

Musa, Harun, and Danial

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INTRODUCTION

1.1 Presentation

This chapter tries to provide information on the background to the study, clarifies the problem statement, and presents the purpose of the study. Next, it presents the research questions. Finally, it tries to define some basic terms used in this study.

1.2 Background to the study

There were many reasons that made English language to become a lingua Franca in the world. Different aspects of communication needed to share information through commercial activities, technology and science, and also through travelling in the world for different reasons.

These reasons and many of others helped English language to be an international language around the world. Nowadays, English language gets the popularity among different language by heading technology, commerce and science. Hutchinson and Waters (1987) state that after the end of the Second World War United State appeared to become the first military force of the world.

This led to the importance of English as a result of economic power obtained by the United State in the world "as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language" (Hutchinson & Waters, 1987, p.6).

English becoming the accepted language in the field of commerce and technology led people to develop the course of English for Specific Purposes (ESP) in which all methods of learning are based on learners' needs and interest. Thus, the concern to make language courses more relevant to the learners' needs paved the way for the emergence of English for Specific Purposes.

Yet, the status of ESP stays ambiguous. It is not clear whether ESP is an approach, product, process or something else. However, Hutchinson and Waters (1987) define ESP as an approach in which all decisions as to a course's content and method are based on learners' reasons for learning. Furthermore, an important principle of ESP is that the syllabus of an ESP course specifically reflects the goals and needs of learners rather than the structure of general English. Learners were seen to have different needs, interest in different contexts and disciplines.

Learners' needs were introduced into the ESP course through a systematic way which is called need analysis/assessment. An ESP approach, therefore, starts with an analysis of learners' needs. The most significant step in setting up an ESP course is conducting a needs analysis. Dudley-Evans and St. John (1998) state that "needs analysis is the process of establishing the WHAT and HOW of a course" (p. 121). It is suggested that ESP course should obey the strategy of determining objectives based on a needs analysis which aims to identify why students are interested in the foreign language. Hutchinson and Waters (1987) stated that the basis of all ESP is the simple question: Why does this learner need to learn a foreign language?

Dudley-Evans and St. John (1998) divide ESP into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Engineering field is an example of ESP. This field can be divided both as EAP and EOP. The courses which are designed for engineering students are EAP courses. While the courses which are designed for engineers for practicing it in the workplace are EOP.

The language that is used in engineering jargon is quite different. People can understand the jargon of this specific field by spending more time in studying it in meaningful and contextual ways. Need analysis is used to identify the specific terminology of this jargon and the way it will be used in appropriate context. Need analysis helps practitioners and material designers to collect the data about learners' needs and interests, evaluating the data and then making course decision so as to meet those needs.

The first step of program designing starts by conducting a needs analysis in order to understand the needs of particular learners. Brown (1995) states that need analysis includes gathering information for designing an appropriate program which will meet the needs of the particular group of learners. He further explained needs analysis as collecting information about how much the students already know and what they still require to learn. In the process of need analysis topics and skills are the most important to be investigated.

Different researches have been conducted in different contexts to analyze the learners' needs. In terms of the aim, design and procedures to conduct, the researches were different. There are a variety of ways to design the research to get the response of the learners' need. Certainly, the results of the researches are not the same, so that the different learners have different needs in different context.

Eastern Mediterranean University (EMU) is one of the universities where English is used as a language of instruction. Most of the students who are enrolled the university come from various native language backgrounds, English is not their native language. Although these students come to their relevant departments after acquiring the certain level of English proficiency, they may still have problems concerning the use of English. Moreover, most of the departments offer General English rather than ESP.

The participants of this study are the Engineering students and teachers at EMU. The students are first and second semester students at Engineering Faculty, and registered in Communication in English courses. The code and the name of the English for communication courses are ENGL 191, and ENGL 192. The students have already passed the preparation of the English Program at Preparatory School.

1.3 Problem statement

Eastern Mediterranean University is an Enlish-medium university which presents education to learners from different countries. These Students must have the ability to use English since when they graduate from their university, they will need to employ the techninological improvements and advances in their field of study for standards accepted by international community.

The student entering the university who do not know English at all or at a required level are trained at the School of foreign Language (SFL) until they attain required intermediate level of English. The mission of the SFL is to provide students with the Enlish they will need to enter their chosen field of study at the EMU. It also aims to develop skill study relevant to academic work, and to provide continuing language support in the EMU schools and faculties, and to contribute to the improvement of

the quality of the learning and teaching of English whith in university (SFL Brochure, 2002, p.1). However, when student start their departments, they face the problem of using English. Instructors always give their lessons in English and expect their students to be able to follow the lesson with out faculty.but, students in the freshman class still faced academic English problems and did not have a sufficient degree of motivation.althogh English language teachers try to give effective lessons, EFL students do not always acquire necessary readin, writing, listening, and speaking skills successfully and due to this inadequacy, they sometimes experience failure in their academic study. The reason for this failure can be one of following problem: the problem related with students, language problems, technical problem, and academic problem (Osam et al., 1999, p.3). In adddition to these problems, there is a problem with the EFL courses offered to freshman students. The courses are not geared to meet the needs of these students. The content of the course is not related to academic English but very general. For example, general topics covered in the courses are 'personality', 'gender', 'shoping', 'fashionable men', 'girls', 'boys', and 'toys'. Although these topic and general English are valuable in themselves, they are not seen as useful for engineering students since they cannot transfer what they have learnt in their English class to subject-matter courses. In order to find out whither these courses fit the learners' needs or not, present study has been conducted.

1.4 Purpose of the Study

The main purpose of this study is to find out whether the English courses are being taught at the Engineering faculty meet students' needs or not. Thus, the purpose of this study is to identify the specific academic English language needs of the students of faculty of engineering at EMU with emphasis on language skills and learning strategies related to four language skills. Therefore, the study intends to identify both

the students' and teachers' perceptions regarding the four language skills and the ways of their presentation. This may narrow down the possible gap between the student requirements and the extent to which these requirements can be met.

1.5 Research Questions

The study addresses the following research questions:

1. What are the engineering students' perceived linguistic needs in terms of language skills?

    a. What are the students' perceptions of their needs?

    b. What are the teachers' perceptions of students' needs?

2. What are the engineering students' perceived learning strategies related to four language skills?

    a. What are students' perceptions of their learning strategies related to four language skills?

    b. What are teachers' perceptions of their students' learning strategies?

3. To what extend do engineering course books fit with the learners' needs?

1.6 Definition of Terms

This part involves the definitions of some basic terms used in this study.

English for Specific Purposes

Hutchinson and Waters (1987) define ESP as an approach in which all decisions as to a course's content and method are based on learners' reasons for learning.

English for Academic Purposes

As Dudley-Evans (2001) notes, EAP usually tends to be a sensible affair, and also these square measures are usually understood in terms of native contexts and the

wants of specific students. Most of English Academic courses are designed for learners of non-native speakers in a place where English is a medium of instruction.

English for Occupational Purposes

 EOP courses usually aim to teach the employees at work places in different fields such as: engineers, doctors and nurses. Paltridge and Starfield (2013) define EOP as understanding the role and practice of English in the workplace is a key concern in English for special purposes (ESP).

Need Analysis

Need analysis includes gathering information for designing an appropriate program which will meet the needs of a particular group of learners. Dudley-Evans & St. John (1998) define need analysis as the cornerstone of the ESP courses. Every ESP course starts with analysis of the learners' interests and needs in different contexts. They further point out that ''what works well in one situation may not work in another'' (Dudley-Evans and St. John, 1998, p.124).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

In this chapter, the researcher tries to review all the general ideas and notions that have been conducted in the field of this study. First of all, the researcher defines ESP, provides a brief history of ESP and its development. This chapter provides some basic knowledge of reasoning for the emergence of ESP and kinds of ESP. This chapter also discusses the steps of growing ESP field, and its skills and strategies. Next, it gives data on need anatomizing and learners' needs. Also, it focuses on some ESP issues and ESP teachers' role. Finally, the researcher clarifies the relationship between engineering students' needs and ESP courses.

2.2 Definition of English for Specific Purposes (ESP)

Bilokcuoğlu (2012) sees that the definitions of ESP are late in time, if we think that the term ESP has been used since the 1960s. However, there is no definite definition of what ESP means. For example, some researchers and language practitioners in this field believe that ESP should be considered as a component of EAP, while others believe that ESP can be described as teaching English for any purposes that are specified. Dudley-Evans and St. Jones (1998) define ESP as teaching English only for academic or professional purposes.

Hutchinson and Waters (1987) define ESP as ''an approach of ELT in which all decisions as to a course's content and method are based on learners' reasons for

learning'' (p.19). They view ESP as an approach rather a product which does have a specific kind of methodology or language teaching materials. They further point out that the core question of ESP should be based on the learners' needs of learning a foreign language.

According to Hutchinson and Waters (1987), an important principle of ESP is that the syllabus of an ESP course specifically reflects the goals and needs of learners rather than the structure of general English. For (Hutchinson and Waters 1987) the difference between ESP and general English courses is; "in theory, nothing, in practice a great deal" (p.53).

In criticizing to Hutchinson and Water's definition, Antony (1997) proposes that although their definition is valid, but it fails to get some points. He further notes that it is not clear where ESP courses finish, and general English courses start. In order to focus on the definition of ESP, characteristics of ESP have been dealt with by some of the authors.

 Belcher (2006) defined ESP as teaching learners in a specific context for obtaining the specific needs of the learners. Furthermore, Lorenzo (2005) views ESP as concentrating more on language teaching in context than teaching language structure and grammar. He further believed that ESP courses are usually designed for adult learners.

Two significant characteristics of ESP courses have been raised by Robinson (1991). The first characteristic is that ESP is goal-oriented, and the second one is to design ESP courses, need analysis should be applied.

In order to solve all debates of the definite definition of ESP and what ESP means, Dudley Evan and St. John (1998) classified ESP into two main characteristics; absolute and variable characteristics.

The absolute characteristics:

ESP has its own methodology and activities. It focuses on the language in term of grammar, Lexis, skill, discourse and genre. It is designed to meet the needs of specific learners.

Variable characteristics:

ESP may use a different methodology in a specific teaching context. It may be designed for specific disciplines. Also, it may be designed for adult learners. It is generally designed for intermediate and advanced learners.

The classification of ESP into absolute and variable characteristics is a helpful tool to solve the debate about what ESP means. Through this classification, we can observe that ESP can be concerned with a specific discipline. It is also not related to a certain age group of learners. At the end, ESP should be taken into consideration as an approach of teaching, or what Dudley-Evans described as an 'attitude of mind'. The view of Dudley-Evans (1998) repeats the previous idea of Hutchinson and Waters (1987) who claim "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (P.19).

2.3 History of ESP

In 1960s, people became increasingly aware of ESP, when general English courses did not meet the needs of English language learners and employees. In the 1960s, needs and demands of communication in the English language were increasing

because of an expansion of scientific, technical and economic activities in the world at that time (Dudley-Evans & St. John, 1998).

Register analysis was the main source for designing the ESP courses in the early 1970s. Researchers and teachers focused on grammatical and lexical properties of academic /professional registers at sentence level. Using only register analysis did not meet the goal of the courses. Then, the organization and function of the discourse became the main object to design the ESP courses. Finally, the target situation analysis was thought of as the main guiding objective in designing ESP courses (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) consider two historical movements of life into ESP. First, the end of the second War which brought with it ''age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English'' (p.6).

At the end of the Second World War, United State appeared to become the first military force of the world. This led to the importance of English as a result of economic power obtained by the United State in the world. Second, western money and knowledge were flown into oil rich countries because of the oil crisis in the 1970s. These two reasons made English language to be subject of wish, needs and demands of people.

The two previous factors affected English language teaching to be an accepted international language of technology and commerce. Development in the field of technology and commerce led to create the new generation of learners. However, nowadays, the demand of ESP courses has been increased more than recent years.

Today, ESP is still a part of EFL teaching. Increasing needs and demands in ESP have been more conscious of the fact that learners' interests and needs should be met wherever possible. There are many sub-divisions under the umbrella term of ESP. For instance, English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP), and new ones being added yearly to the list. The below tree diagram clarifies the sub-classification of ESP which is modified and borrowed from Hutchinson & Waters (1986).
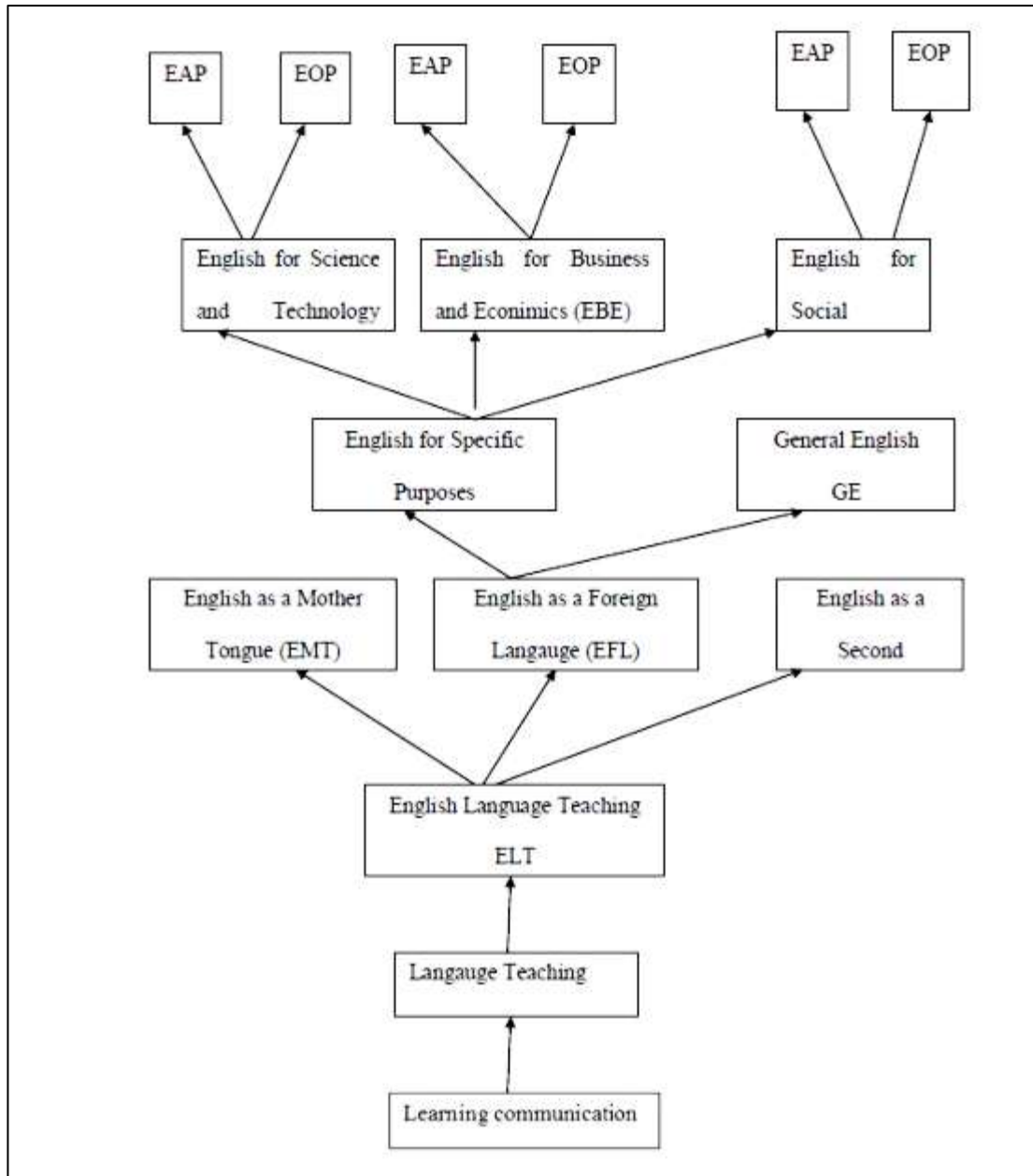
Figure 2.1: The ELT family tree and the ESP Hutchinson and Waters (1986, p.17).

2.4 Types of ESP

There is a great difference between English for Specific Purposes (ESP) and English for general purposes (EGP). There is a famous question among researchers about the difference between English for Specific Purposes (ESP) and English for general purposes (EGP).

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Hutchinson and Water (1987) tries to answer this question when they say in the theory nothing, in practice a great deal. The field of ESP has been distinct from general English since 1960s. In ESP courses, the learners are very conscious about their needs, and their needs are identifiable in different types of ESP. It has been clear that ESP is an approach of ELT.

The branches of ELT are different from each other based on their goals, disciplines and student need. There is a famous tree diagram of Hutchinson and Waters (1987) which clarifies the braches of ELT. In the tree diagram, under the term of ESP, three branches can be seen: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS).

 The sub-divisions can again be divided into smaller branches such as English for Academic Purposes and English for Occupational Purposes, although Hutchinson and Waters (1987) determine that there is no clear distinction between English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

The reasons for not having a clear distinction between EAP and EOP are people can work and study at the same time, and the language that is taught in the academic settings can be used in the work environment (EOP). Because of this reason, EAP and EOP might be classified under the same type of ESP.

Although ESP is traditionally classified into two main groups as English for Academic Purposes (EAP), and English for Occupational Purposes (EOP), Carter (1983) divides ESP types into three different groups which are, English as a

Restricted Language, English for Academic and Occupational Purposes (EAOP), and English with Specific Topics (EST).

Carter (1983) describes the language which is used for communication in a specific environment as English Restricted Language. He believes that the language which is used by waiter and air traffic controller are examples of the English as a Restricted Language.

Also, Carter (1983) describes the English for Academic and Occupational Purposes (EAOP). By pointing out that (EAOP) can serve the professional and vocational purposes such as: English for medical technician, engineers or business. The reasons for not having a clear distinction between EAP and EOP is because people can work and study at the same time. Besides, the language that is taught in the academic settings can be used in the work environment (EOP). Because of this reason, EAP and EOP might be classified under the same type of ESP.

Finally, Carter (1983) describes English with Specific Topics (EST). According to Carter (1983), EST has been different from other types of ESP since the attention shifts from purposes to topics. The example of this type is concerned with requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. It has been claimed that this sort is not the separated kind of ESP, but a part of which emphasizes on situational language.

2.5 The Emergence of ESP

Many reasons are accounted for emergence of ESP. It could be summarized under three certain reasons in the birth of ESP which are: changing the situation of the

world, a revolution in linguistics, and a new focus on the learner (Hutchinson & Waters, 1987)

Hutchinson and Waters (1987) state two historical movements of life into ESP. The first one is the end of the Second War. It was the age of technology and science, USA seemed as a considerable economic power country in the world. Appearing of USA as the most powerful country gave English the role of international language.

Second, western money and knowledge were flown into oil rich countries because of the oil crisis in the 1970s.These two reasons made English language to be subject of wish, needs and demands of people. The two previous factors affected English language teaching to be an accepted international language of technology and commerce. The new generation of learners was created resulted in the development in the technology and commerce field (Hutchinson & Waters, 1987).

A revolution in linguistics is the second reason of emergence of ESP. The linguists gave attention to the way in which language is used for communication purposes more than knowing the structure of the language. Hutchinson and Waters (1987) believe that the spoken language is different from written language in different contexts. Thus, designing courses to meet students' needs according to different contexts are required. Thus, in the 1960s and 1970s many courses were designed to meet learners' needs in the field of science and technology which were described as English for Science and Technology. According to Hutchinson and Waters (1987), the main focus was provided in the way in which the language is used for real communication.

The new focus on the learners is the final reason in the emergence of the ESP. The learners seemed to be using different styles of learning, strategies, language skills, and having different attitudes toward learning which affect their motivation and learning. They also seemed to have different needs and interests in different contexts. Because of this, the language-centered and learner-centered approaches have become the main innovation to design ESP courses.

2.6 Learning strategies related to language skills in ESP courses

The strategies that learners follow in order to learn another language is called learning strategies. West (1988) states learning strategies as trying to establish how the learners prefer to learn rather than what they need to learn.

Hutchinson and Waters (1987) make difference between three terms: need, want, and lack. They state that the term 'need' refers to the skills that learners see as being relevant to them. The term 'want' refers to needs in which learners position a high precedence in the accessible, bounded period. The term 'lack' refers to the difference between present ability and the desired ability of learners.

In target situation analysis, researchers try to discover what learners need to do in order to learn. Learners should be taught the skills that enable them to reach the target, the process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evans & St. John, 1998).

Many studies have been done in the field of ESP which gave focus to the importance and effective use of learning strategies related to four basic language skills in second or foreign language. The learners have a different needs and interest in different context so that the purpose, the way of designing, and the results of the study are

different in the previous studies. For example, Akyel & Özek (2010) conducted a study which aimed to examine the students' needs regarding the learning strategies releted to language skills.

The focus was basically on the importance and effective use of learning strategies related to four basic language skills in second or foreign language learning. Aliakbari and Boghayeri (2014) also conducted a study in Iran context which aimed to investigate the needs and views of architecture students and graduates, and the effectiveness of their ESP courses. Language skills also were taken to invistigate in their study. Jabeen (2011) conducted a study at Government College University, Faisalabad. It was a case study which aimed to specify the language needs of the undergraduate students of Zoology. In contrast with two previous studies, language skills were focused on as a part of the whole, and a small amount of consideration was about language skills.

The findings in the recent studies were different in variety of points. Akyel and Özek (2010) achieved the result through the questionnaire and interview. They indicated that university instructors primarily pointed out reading and listening as the most important skills for students' academic achievement. Students also emphasized the importance of speaking and listening. According to the results of students' questionnaires, the program in The School of Foreign Languages neglected the importance of speaking. Aliakbari and Boghayeri (2014) found out that reading comprehension, followed by writing, speaking, and listening is the most important skill needed by both groups of the participants. Students felt somehow unsatisfied with the topics included in the book, the amount of foreign culture taught in the class, and the content of the textbooks. The students showed satisfaction with the

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methodology utilized in the classroom.The participants disagreed about whether professionals of architecture department or English department teach the course. They believed that the course should be taught by the instructors from both departments. Participants felt the least increase in their listening, speaking and communicative competence, and the most in their reading comprehension skill.

Also, Jabeen (2011) found out that the speaking skill was ranked as the top wanted skill by the participant of his stud, whereas listening had been ranked as the least wanted skill. He discovered that students needed English language mostly for face to face communication, they needed English in the lecture rooms and they needed English inside the country or abroad. He recognized that participants were interested in a method that concentrates on grammar and the structures of language. In Pakistan, language learning has always been synonymous with learning grammar. Although respondents claim that they need English for oral purpose, they feel that the knowledge of grammar is essential for them to be efficient language users. They wanted to improve their current linguistic ability in the future and wanted their linguistic ability in reading comprehension, fluency, accuracy in speech and writing and the range of vocabulary. Participants were very confident about their language proficiency and claim that their linguistic capabilities were either good or very good. They still wanted to improve it in future. They desired to acquire British accent. In fact, there are a large number of people who believe that all Pakistanis use British English. Now it depends on the future teachers to comply with the demand of the respondents or acquaint them with the concept of Pakistani English. This result is a little bit different from the two previous studies, since the language policy was a part of consideration in this study.

The result of the recent studies were not similar, except reading skill has been pointed out as the most important skill by instructors in Akyel and Özek (2010), and by all participants in Aliakbari and Boghayeri (2014). Moreover, speaking skill has been pointed out by the student as the most important skill in the study of Akyel and Özek, (2010), and by all participants in the study of Jabeen (2011).

Akyel and Özek (2010) concluded that teaching methods and materials should be process oriented. Moreover, they pointed out that students should be given ample practice in reading and writing for their academic studies. Also, Aliakbari and Boghayeri (2014) concluded that language skills should be given more attention since they were recognized as necessary. They also concluded that integrating four language skills into the ESP courses seemed necessary. They also concluded that the course does not meet the students' needs.

Finally, Jabeen (2011) concluded that exploring the academic needs of learners should be offered. It helps material developers to design an appropriate course for the learners in that context.

In short, the findings of the recent studies were different. Therefore, different learners have different needs in different contexts in terms of language skills and strategies.

2.7 Needs Analysis

The origin of need analysis started in the 1970s, when the focus was given to the learners' needs and interests in designing of language courses (Palacios Martinez, 1992:135). This history has been developed in relation to the teaching for ESP. The first model for need analysis was developed by Munby (1978) who took the learners'

needs as a preliminary work for designing ESP courses. Tudor (1996) believes that the focus on the need within communicative language teaching in the 1970s had affected the needs analysis.

Needs analysis is a tool which is used for collecting the information about learners' needs, interests and lacks. It is a first step to design the courses. It is also fundamental part of ESP. It is believed that need analysis is "the cornerstone of ESP" (Dudley-Evans & St John, 1998, p.121). Needs analysis has been defined widely by many scholars and researchers, although they have not negotiated on a definite definition of 'needs' in the field of ESP yet.

The terms that are used for interpretation of the 'needs' do not have the same meaning for everyone. For example, Brown (1995) believes that needs analysis is a tool for collecting the data of designing courses which fit the learning needs of a specific group of learners. Witkin and Alschuld (1995) claim that need analysis is a procedure which is applied with the purpose of fitting the courses which helps developers to take decision about the extent to which the courses fit with the needs of a particular group of learners. According to Johns (1991), needs analysis gives validity for course designing. Moreover, Hutchinson and Waters (1987) believe that needs analysis is not a clear process and it has to be taken into consideration as: Necessities, Wants and Lacks. Soriano (1995) views need analysis as a means of collecting information for pointing out of what learners need and want to learn. Needs analysis should not only be considered as a pre-stage for the design of language courses. In fact, it is an 'on-going process' (White, 1998, p.91).

Needs assessment can be taken into account as on-going process which provides information about the learners' needs in target situations and its function is to find out whether the learners' need is being obtained (Santopietro & Peyton, 1991; Purpura & King, 2003). Like Hutchinson and Waters (1987), Widdowson (1983) classifies need analysis into two kinds ''goal-oriented and process oriented'' (Robinson, 1991, p.7).

1. *Goal-oriented* definition of needs: what the learner wants to do with the language at the end of learning.

2. *Process-oriented* definition of needs: what the learner needs to do actually when they are acquiring the language.

Jacobson (1986) states that need analysis plays an important role in the learning-teaching process since the first step for designing curriculum is the needs analysis. He further views that students are very aware of the learning process. In the process –oriented, students provide information about strategies, content, techniques and the objectives of the course.

Nunan (1988) also classified need analysis into two parts: strategy analysis and means analysis. Strategy analysis gives attention to the methodology being applied to the language program. Means analysis adjusts the global courses to local situation.

Dudley Evans (1998) propose the approach of establishing the what (materials) and How (method) of the course. They believe that needs analysis is to take subjective and objective needs. Subjective needs is achieved by collecting information from insider of community such as learners and teachers, while objective needs is

achieved by outsider such as materials. Thus, researchers have not yet had a definite definition of needs.

West (1994) states that the term 'needs' is not clear. Richard (2001) claims that the term needs relies on decision makers' perception because learners, teachers and administrators could have different ideas of what needs are.

Different studies were conducted in different contexts to analyze the learners' needs with different design and goal of the study. In terms of the aim, design, and procedures to conduct, the studies were also different. There are a variety of ways to design the research to find out the learners' need. Certainly, the results of these researches are not the same since the different learners have different needs in different context. For instance, Boroujeni and Fard (2013) conducted a research among Iranian first- year students of educational language administration.The focus also was basically on the importance and effective use of learning strategies related to four basic language skills in second or foreign language learning.

 Boroujeni and Ketabi (2012) also conducted a study which aimed to examine the foreign language learning needs of graduate and postgraduate students of Genetics in Iran in order to help students to meet the growing presence and emerging future language demands. Language skills also were the main part of consideration in their study.

Finally, Abiri (2013) conducted study which aimed to identify Iranians' psychology students' needs in English for specific purposes. Also, the attention was given to the learning strategies of four basic language skills.

In terms of instruments used, the recent studies are not the same. For example, Boroujeni and Fard (2013) used two questionnaires for the students and teachers. The students' questionnaire was designed to get information about the following areas: the reasons for studying English, the role of English in the school curriculum, learning preference related to four basic language skills, the importance of particular language skills, learning styles and strategies preference, and preference of teaching activities. Boroujeni and Ketabi (2012) used semi-structured interview and a questionnaire; both of them were designed for students and instructors. The questionnaire was modified and adapted from Mazdayasna and Tahririan's (2008) questionnaire. Abiri (2013) also used a questionnaire (adoted from Richard, 2001) used by (NikuiNezhad, 2007; Dehgan, 2009), and interview. The second instrument of the study of Abiri (2013) was the interview with ESP teachers and students.

Also, the way of choosing participants in these studies is different. For example, Boroujeni and Fard (2013) divided Participants into two groups: participants of the questionnaire, and participants of the interview. All the participants had passed the ESP courses and were students in the last year of their education.

Finally, the participants of Abiri (2013) study were 278 students from different universities. Some teachers also took part from this study; they were specialists in either psychology or language teaching courses. All the participants had already passed the ESP courses. The participants were asked through a questionnaire, not anything else.

The findings of these recent studies are different from each others. According to the result of Boroujeni and Fard (2013) study, the students indicated that they need to

learn all the four skills of language as compared to grammar and vocabulary. Speaking skill is more preferred as compared to the skills of listening, reading and writing. They preferred the classroom that supported them to do pair and group working, role play, and projects. The result showed that the students determined the role of the teacher as facilitators and guide. Finally, they pointed out that the used material did not contribute them to improve their language. Also, Boroujeni and Ketabi (2012) indicated that undergraduate and postgraduate students point out reading followed by speaking and writing as the most important skill. The result determined that the instructors' view was the same with the students' beliefs in regard to the importance and use of the four language skills.The result also revealed that both the different groups of participants needed to improve the four language skills to a great amount. The post graduate students emphasized the needs of reading authentic papers. They also determined the skill of listening to the lectures in presentation and conference, and writing academic articles as their needs. Finally, the result showed that they pointed out listen skill as their main needs. Yet, the undergraduate students indicated that the ESP courses helped them to improve reading skills, technical vocabulary and translation skills.

The result of Abiri (2013) research showed that the reading comprehension is the most important skill followed by speaking, and writing skills. Listening was the last skill which was taken as important. According to the result, students believed that ESP courses were useful in their lives. They claimed that they could get some skills at the end of the ESP courses such as: listening to the English lecture, speaking in English, and reading and comprehend academic articles. The finding also revealed that available time for ESP class is limited, and the materials were being used in their courses were not enough and suitable for the objective of the ESP course. The result

also indicated that the student showed reading a text as the most important needed sub-skill. However, the result showed that teachers determined reading textbooks, magazines, and academic article as the most important need sub-skill. Furthermore, the result of this study highlighted that the responses of the instructors and students were similar regarding to ESP skills. Teachers and students claimed that students' proficiency was not enough to read extra books which are specific to their courses. Most of teachers showed that student did not have accepted ability to read and comprehend the ESP texts and showed that they translated ESP text so that they did not have other choices to convey the message to the students. Both students and instructors indicated that students did not have sufficient confidence and proficiency to speak. Students needed to improve their speaking skills in order to do activities in group working and presentation. They also saw that four basic language skills had to be integrated into the ESP courses. Finally, all participants claimed that there is a need to change in the content of the ESP courses. They believed that the material should provide students the authentic materials such as: listen to long lectures and conversations involving multiple participants, write longer papers, participate in group discussions, and give class presentations.

None of the previous result studies were similar, except reading skill has been pointed out by participants as the most important skill in the studies of Boroujeni and Ketabi (2012), and Abiri (2013).

Boroujeni and Fard (2013) concluded that there is strong and homogeneous bias toward communicative language teaching. They pointed out that students and teachers prefer the element of communicative language teaching. While Boroujeni and Ketab (2012) concluded that language four skills should be given attention to

since they are the main area of the students' needs. They also concluded that high level students should be provided with the appropriate materials which help students to improve their writing proficiency.

Finally, Abiri (2013) concluded that students should improve their general English for entering university. They also concluded that language teachers, subject-specific teachers, and material developer should work together so that the academic learners' need can be achieved appropriately.

In short, need analysis is an instrument to get information on the learners' needs which can be conducted in different contexts with different aims for meeting the specific leaners' needs.

2.8 ESP Materials Evaluation

Materials can be considered anything which is used to help language learning (Tomlinson, 1998). Examples include but not limited to course books, work books, CD-ROMs. Materials evaluation is considered a procedure that involves examining learning materials to establish their value (Tomlinson, 2003). Although it is possible to make distinctions between the three terms in this study: course book, textbook and materials are used interchangeably to refer to books intended to be used as a core teaching material.

ESP textbook markets are replete with various appealing materials published by different companies, therefore making it harder to choose one material over the other. Cunningsworth (1984) said that there is no perfect textbook which meets all the requirements of teachers and students. Instead, it is the responsibility of the teacher to explore his own way of using or adapting the course book. The ability to

adapt and supplement commercial materials may be vital for the success of the teaching process, particularly in cases when the needs of the learners are very precisely defined.

The profusion of so many materials by publishers makes the evaluation of textbooks indispensable. Ellis (1997) also underscores the need for course book evaluation. Correspondingly, many researchers have evaluated different textbooks through the application of checklists and questionnaires. Thus, analyzing different textbooks seems to be of central importance to the selection and exploitation of the most prolific and contextually appropriate material. In the similar fashion, the present study is an attempt to evaluate Communication in English course books which are taught under the name of ENGL 191 and ENG 192 course in the Engineering Faculty, EMU University. The aims of ENG 192 course are to improve and develop English language siklls and knowledge within an academic context, to imrprove and develop academic study skills and knowledge of academic convention, to improve and develop critical thinking skills, to develop interest in and knowledge of a wide range of academic issue across the curriculum, and to develop an understanding of interdisplinary links, to develop an autonomous and self-directed approach to learning, and to develop skills in exploiting computer both as a study resource and as tool for producing professionally presented work. While the aims of ENG 191course are to improve English language skills (speaking, reading, writing) in an academic context, to engage students with high-interest reading and lively activities to help them develop vocabulary and reading skillsand strategies that can be used in their writing, to improve different reading skills and strategies, to enhance students speaking skills throughtout pre- and post reading group discussions, to allow students to hone their writing skills befor produce their own reading through writing models

and writing skills practice, to lead students step-by-step through the writing process with the help of the writing assignment, to improve critical and refelective thinking skills, to develop an autonomous and self-direct approach to learning, and to develop skills in exploiting computers both as study resource and as a tool for producing academic work.

Evaluation is usually a matching procedure, related to learners' needs (Hutchinson 1987). Low (1987) claims that ''teachers usually need to display materials in order to estimate their relevance for particular classes'' (p.21). Cunningsworth (1995) points out that course books should match learners' needs, help to provide students to use language successfully for their own requirements, have an obvious part in mediating the focus on language and the student. Hutchinson and Waters (1987) see evaluation as a matching process; matching needs to available solutions.

Evaluation can be carried out pre-use, in-use or post use. The present study is an in-use evaluation aimed according to Rubdy (2003), is to measure the potential of what teachers and learners can do with them in the classroom. Pre-use and post-use evaluations are important in establishing how successful learning materials are (McDonough & Shaw, 2003). The evaluation of textbook has a significant influence on the ability of students to meet their language learning objectives and affects both the process of learning and outcomes (Nunan, 1984).

The source of input for learners to practice in classroom is materials since materials are believed as the source of information. McDonough and Shaw (2003) believe that there are some situations that we need to evaluate materials. In today's classrooms, textbooks play a very crucial role in the realm of language teaching and learning.

Also, materials are considered to be the next important factor in the second/foreign language classroom after teachers. The point has already been made by Cunningsworth (1979) that course materials are not intrinsically bad or good – rather they are more or less effective in helping students reach particular goals in specific situations' Evaluation therefore needs to be learner and context related. Thus the analysis of contextual and learner factors are important.

After accepting the vital position of materials in the whole process of language instruction, we can agree that evaluating textbooks is a must in order to keep improving the quality of teaching and learning. As varied as the literature on the roles of textbooks is, the literature on textbook evaluation is quite deep. Ansary and Babaii (2002) show that various scholars have suggested different ways to help teachers become more systematic and objective in their approach (Candlin & Breen, 1979; Williams, 1983; Hutchinson and Waters, 1987; Sheldon, 1988; Ur, 1996; Littlejohn, 1996, etc.).

Littlejohn (1998, cited in Tomlinson, 2003) suggests steps for evaluation process; analyzing the target situation, analyzing materials, matching and evaluating materials, and then to act accordingly. Evaluation is usually a matching procedure, related to learners' needs (Hutchinson and Ocean 1987). Low (1987) confirms that "teachers usually need to display materials in order to estimate their relevance for particular classes" (p.21).

There are major points that have to be considered before choosing a textbook. First, we have to pay attention to the type of students in question. It is important to know their age, the economic status and their educational background. It is also crucial to

have information about the school policies and its objectives because the approach behind the book has to fit in that community. It is also important to know about the motivational factor for learning the language. Thus, we must be able to match the materials against the context in which they are to be used and the needs and interest of the teachers and learners who work within it to find the best possible fit between them.

A checklist is an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks. It allows a more sophisticated evaluation of the textbook in reference to a set of generalizable evaluative criteria. Checklists may be quantitative or qualitative.

As it has been argued by some scholars (e.g., Sheldon, 1988; Byrd, 2001), evaluative criteria of checklists should be chosen according to the learning-teaching context and the specific needs of the learner and teacher. However, a review of the available checklists indicates that they have many identical evaluative criteria regardless of the fact that they had been developed in different parts of the world for different learning-teaching situations and purposes.

Most well-established checklists such as Cunningsworth and Kusel (1991) or Skierso (1991) examine similar dimensions like physical attributes of textbooks including aims, layout, methodology, and organization. Some other criteria that are present in most checklists include the way language skills (speaking, listening, etc.), sub-skills (grammar, vocabulary, etc.), and functions are presented in the textbook, depending on the present socio-cultural setting (Harmer, 1991; Cunningsworth, 1995; Ur, 1996).

Many studies have been conducted in the ESP and EAP material evaluation. For example, Amiryousefi and Ketabi (2011) conducted a research which was a case study in Iran universities. The aim of the study was to evaluate the EAP textbooks used in the four leading universities of Iran to assess whether the anti-textbook ideas have any validity in the field of EAP especially in an Iranian setting.

Ahmadi and Bajelani (2012) also conducted a research which aimed to evaluate liberal art English textbooks in order to find out whether the material being used fit the learners' needs or not. In addition, Aliakbari and Boghayeri (2014) conducted a study. The evaluation of ESP material was a part of the research.

 Ghalandari et al (2013) also conducted a study in Azadi University. The study aimed to investigate the relevance of ESP textbooks in terms of content and needs achievement in Reading and Writing of Medical Students in Shiraz Medical School. The study aimed at performing in terms of content and needs achievement of medical students and carrying out an evaluation of their ESP textbooks. To this end, Hutchinson and Waters's (1987) framework was used.

In terms of the use of the instrument and method for material evaluation, the studies were different. For example, Amiryousefi and Ketsbi (2011) used two questionnaires: Students Textbook Evaluation Questionnaire and Teacher Textbook Evaluation Questionnaire) answered by more than 300 EAP students and teachers evaluate EAP text books. The forms of the questionnaire were taken, and modified from Litz (2005). Ahmadi and Bajelani (2012) also used a questionnaire that was based on the Hutchinson and Waters (2-12: 1987/1992) to evaluate ESP textbooks.

Aliakbari and Boghayeri (2014) used two modified versions of Mazdayasna and Tahririan's (2008) questionnaires. The third part of the addressed questionnaire was designed to explore the participants' attitudes towards language instruction, length as well as the content and syllabus of the specialized English course, while, Ghalandari et al (2013) used Hutchinson and Waters framework (1987). The scheme attempts to evaluate the selected textbooks regardless of how they are used in the classroom. It tries to be in-depth by analyzing the individual activities in detail and in connection with important features.

The results of the previous studies are different from each other. For example, Amiryousefi and Ketsbi (2011) claim that although the EAP text book does not match with the students' needs, it is useful for EAP classes. They further pointed out that teachers should be given autonomy to achieve students' need and interest in terms of the suitable textbooks. The result also revealed that EAP textbooks are not very satisfactory and fail to meet the students' needs. The result confirmed the view of anti-textbooks in a weak form. The result suggested that the teachers should be very careful about their students' need and interests in term of giving textbooks. Students should be taken as a part of making decisions about selecting textbooks or their courses.

The result of the Ahmadi and Bajelani (2012) study revealed that EAP textbooks do not provide the effective instruction. Students cannot understand the specific English, type of the exercises, teaching methodologies of EAP textbooks. It also indicated that the available time for teaching is limited.

Furthermore, the result of Aliakbari and Boghayeri (2014) study reported that the textbooks did not match the students need and interests. The participants of the study stated that they disagree with the textbooks, topics and length of the course. The result also indicated that the program needed to a revision in order to give the students' needs and interests in Iran universities. Although the used methodologies of the textbooks were taken as affective one, the participants disagreed with the content of the textbooks. The available time for the used material was criticized by participants. They claimed that the available time for the used materials is not sufficient. They also pointed out that the materials should be taught by the instructors collaboratively. They wanted the course to be taught by both instructors of architecture and English departments cooperatively. The students interested in the books which written by native authors, while their book was written by Iranian author.

Finally, Ghalandari, et al (2013) found out that students met their needs in the ESP textbooks in developing reading and writing, and could be helpful for them to use. Four ESP textbooks are appropriate books for the purpose of medical English for Iranian physician.

2.9 Some ESP issues and the role of ESP teacher

2.9.1 Some ESP issues

Many debates have been raised within ESP which is mainly a place of arguments among researcher. Researchers do not have a concrete answer to questions are going to be discussed in the following lines. The questions relate to different areas of ESP such as the role of methodology, the authenticity of materials within ESP, curriculum development, and teaching practice.

The questions have been taken by the researchers as a controversl idea related to the field of ESP and EAP. for example; the role of methodology is a main area of debate within ESP domain. Widdowson (1983) has argued that ''methodology has generally been neglected in ESP'' (p.87). Today, many methodologies should be utilized within ESP courses which are designed to meet specific needs of particular learners.

All ESP courses have to be need driven. Needs analysis is a first step of ESP courses, and without it, the ESP courses cannot be designed and meet the leaners' needs since Dudley-Evan (1998) believed need analysis as ''the cornerstone of ESP'' (p.122). Although the need analysis was recently included deficiency analysis, and objective analysis, today the subjective needs is being increased such as; learners' self- knowledge, awareness of target situation, life purpose, and perspective on language learning and language skills.(Belcher, 2006; Far, 2008).

There is another debate that is related to ESP courses which is to what extend students and teachers have to focus on subject area, target situation, and skills at ESP courses. The value of the genre –based instruction is being debated; much focus is being given to if genre specification has to be taught more or social context teaching. Freedman & Medway (1994) confirm that the attention should be given to the social context teaching rather than genre. Halliday (1978) argued that social context can shape the language. Currently, the researchers try to discover whether genre teaching or socialcontext is a main goal of teaching. The result of the Kaur's (2007) study found out that the narrow focus is an active way to teaching ESP courses. Student as participants of this study stated that one positive point of the narrow focus course is the time could not be wasted. In contrast Mackay & Mountford (1978) view that the

narrow course does not help learner to practice the language outside that narrow context.

Authenticity of materials is another key issue that has been raised by researchers in the field of ESP. Bojoivic (2006) sees that material should be authentic in order to give the appropriate instruction. It should be up to date, and match with the learners' needs in specific contexts. Dudley-Evan and St. John (1998) see ESP as material driven courses. This implies that the instructors should evaluate their materials to meet their students' need. Anthony (1997) claims that the writer should think of the learners need at all stages of material production. Anthony (1997) is against the use of ESP course books for teaching. Toms (2004) is strongly against changing ESP course book with the English for General Purposes (EGP) course books for ESP learners. Moreover, Skehan (1998) viewed that using course books is opposite all innovations of learning centered approach.

Another important issue in ESP domain is material development. The goal of ESP course should be realistic, if it does not so, the learners will be de-motivated. ESP course should take two types of language; English language as a general and specific genre and discourse for meeting students' needs in specific disciplines. It is known that identification of students' target situation is the first step of the curriculum designing or syllabus.

Currently the debate has been shifted toward of negotiated syllabi. The researchers hesitated about the learners' knowledge to their needs and interested. Researchers are not sure whether the learners can express their needs and interest to help material designers in designing an appropriate course. Although negotiated syllabi can

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provide motivation to the learners, it cannot fit with the learners need when the learner cannot state their needs (Skehan 1998).

Another debate that is related to ESP courses is whether the course should focus only on the immediate learners' needs or wider focus on the teaching skills, vocabulary and grammar as well.

Finally, ESP practitioner knowledge is another debate which has been raised at the early stage of ESP teaching. The researchers have different views on the subject matter knowledge of the practitioner. How much subject matter knowledge do practitioners need? In order to answer this question, the researchers give their views under two controversial parts. Some of them believe that content knowledge is a main point for being effective ESP teacher, while others do not think so. Taylor (1994) believes that content knowledge is not the critical factor for ESP teachers. Students usually have the content knowledge to help their language teachers to get the content. In contrast, there is an idea which sees that teaching ESP without knowing the subject matter is a fooling ourselves and our students or both. This issue can be solved by team teaching (cooperation teaching), which both of content and language teachers take part in teaching the course.

2.9.2 The role of ESP teacher

ESP teachers have many roles which should be practiced at the same time. The role of the ESP teachers is more difficult and sensitive than EGP teachers. Robinson (1991) states that the role of ESP teacher is very more as compared to EGP teacher. He points out that ESP teachers, in addition to teaching, should design and manage the ESP course. Furthermore, they should evaluate and analyze the students and the course during the course time.

Many researchers view that the term practitioners should be used instead of the teacher, as the teaching of ESP includes more than teaching. Dudley-Evans (1998) saw that the term 'ESP practitioner' is more suitable for ESP teachers than ESP teachers. They further tried to point out the role of ESP practitioners as, a teacher, a course designer and materials provider, a collaborator, a researcher, and an evaluator.

The main aim of the ESP practitioners is to help learners to get instruction. However, the teacher is not the most knowledgeable person of the content of material which is very specific, perhaps the learners frequently are more knowledgeable than teachers about subject matter. In order to communicate appropriately in the context, the teachers can depend on the learners' information about the content.

In order to practice the communication, the teachers should play the role of 'consultant'. Since the teaching is very specific to the content, teachers and learners should be negotiated on the way that helps learners meet their needs. The role of teachers should be taken as a partner. In some situation, the role of teachers is to give face-to-face advice to learners. The main role of the teachers is to develop real and authentic communication based on the proficiency of the learners' level. They also should like to listen to their learners and feel happy with professional activities. Finally, they have to be flexible and be able to take some risks in their teaching.

The role of ESP teacher is not only providing material and designing the course but also testing the value of the materials in order to discover whether the materials fit the learners' needs or not. The teachers can use either the published or self-produced materials. Moreover, self–produced materials have been viewed as a risky material

for using. Although published materials may be disregarded, they can be adapted for a specific situation.

The role of the ESP practitioner is to find out the learners' needs as a researcher. The practitioner should play the role of researchers to discover the suitable genre, language, and skills of communication. The findings of the recent research are basic information which provides researchers appropriate knowledge for course designing and writing material. They are also helpful tool for defining learners' wants and conducting a need analysis.

The Collaborator is a role of ESP teacher which is a team working (cooperating) with content teacher. Language teachers should gain the information about the specific content, and the activities that should be practiced by the learners in their specific contexts.

ESP practitioners should do different evaluations such as evaluating the students' progress and the teaching effectiveness. Since ESP course needs continuous adaptation, the practitioner should evaluate teaching materials and course book itself. ESP is contrasted with EGP courses in term of developing the specific methodology for all learners .evaluation is necessary in ESP courses because it does not have a unique methodology that is followed to design the course for all ESP learners. Therefore, evaluation of ESP course is frequent and should be done by practitioners.

2.10 Related to the study

The language that is used in engineering jargon is quite different. People cannot understand the jargon of this specific field except those spend more time by studying it in meaningful and contextual ways. Engineering students have different purposes

for learning English as they effort strongly to get a high proficiency in this field. They have to use different activities of English in their academic domain in order to obtain high proficiency in English language. They have different learning styles and background knowledge of language, as it is said different learners have different styles and purpose in different contexts.

The courses that are offered for engineering students as English courses include several skills, activities, and texts which help engineering students to get their instructional aims of language. In this faculty, students have to learn English for both their academic life, and after graduation in their working place.

Many studies have been conducted in the field of engineering. Certainly, the results of these studies are not the same since different learners have different needs in different context. For instance, Kim (2013) conducted a study.The study aimed to provide detailed description of the needs analysis to develop an ESP course for engineering students in Korea. The focus was basically on the importance and effective use of learning strategies related to four basic language skills in second or foreign language learning.

 Also, Aliakbari and Boghayeri (2014) conducted a study which investigated the needs and views of architecture students and graduates, and the effectiveness of their ESP courses. Language skills also were the main part of consideration in their study.

The findings of two previous studies are different from each other. For example, Kim (2013) found out that most of students preferred the daily conversation as the most important content in Engineering English, while most of engineering professors

chose engineering contents. All the participants viewed that speaking is the most important skill. But, Aliakbari and Boghayeri (2014) found out that reading comprehension is the most important skills needed by both groups of the participants. Students felt somehow unsatisfied with the topics covered the book, the amount of foreign culture taught in the class, and the content of the textbooks. The students showed satisfaction with the methodology utilized in the classroom. In this study, the participants disagreed about whether professionals of architecture department or English department teach the course. They believed that the course should be taught by the instructors from both departments. Students were interested in the books written by native authors, while their textbook was written by an Iranian author. Participants felt the least increase in their listening, speaking and communicative competence, and the most in their reading comprehension skill.

Like the recent studies, the present study tries to focus on the gap between learners' needs, and EAP courses. It investigates whether the materials are being used in the Engineering Faculty fit the learners' requirements concerning with language skills and learning styles. Furthermore, It efforts to find out to what extend these courses fit with the learners' needs in term of language skills (reading, writing, listening, and speaking), and learning strategies.

Finally, although many studies have been conducted on the ESP courses, learning style, and learners' needs, these studies have not been conducted merely in Engineering, EMU. Therefore, the English courses that are used in this context are not satisfactory since there are no actual data to prove the validity of these course books. In order to provide actual data on the materials being used in engineering faculty, the present study has been conducted.

Chapter 3

METHOD

3.1 Presentation

This chapter gives information about the research methodology used in the present study which involves participants, the setting of the study, instruments for collecting the data. Next, it presents the procedures of collecting the data. Finally, it provides information about the procedures of data analysis.

3.2 Research Design

This study aims to find out whether the materials used in the faculty of Engineering fit the learners' needs or not. The present study is a case study which was conducted in the Engineering faculty, at EMU. A case study is an account of an activity, event or problem that contains a real or hypothetical situation and includes the complexities you would encounter in the workplace. Case studies are used to help you see how the complexities of real life influence decisions.

Analysing a case study requires you to practice applying your knowledge and your thinking skills to a real situation. To learn from a case study analysis you will be analysing, applying knowledge, reasoning and drawing conclusions (Kardos & Smith 1979).

This study uses the triangulation method. Denzin (1978) and Patton (1999) identify triangulation method as examining the consistency of different data sources from within the same method. For example: comparing people with different view points;

questionnaire for students, interview with the ESP teachers, and class room observation by the researcher. In addition, the researcher tries to analyze ESP materials in order to find out whether the materials being used fit the learners needs or not.

In order to describe the result, the present study uses mixed method; The researcher gets the data from different sources, namely: a questionnaire for students' perceptions of their needs, interviews with teachers to know their perceptions of their students' needs, and researcher' perception through evaluating materials. The researcher analyzes students' materials in order to find out whether subjective perceptions fit with the objective ones. The present study uses mixed methods since the quaetionnaire is used to know students' perceptions of their needs, and interview is conducted with the teachers to know their perception about their students' needs.

Many definitions of mixed methods are available in the literature (e.g., see Johnson, Onwuegbuzie, & Turner, 2007). For purposes of this discussion, mixed methods research is defined as a research approach or methodology: focusing on research questions that call for real-life contextual understandings, multi-level perspectives, and cultural influences, employing rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of constructs, utilizing multiple methods (e.g., intervention trials and in-depth interviews), intentionally integrating or combining these methods to draw on the strengths of each, and framing the investigation within philosophical and theoretical positions.

In order to fulfill the purpose of the study, the researcher follows the model of the material evaluation which was borrowed from (Hutchinson & Waters, 1986). The following figure show the process of the material evaluation which has been borrowed from the mentioned source.

```
                    ┌─────────────────────┐
                    │   Define Criteria   │
                    │                     │
                    │   Language skills   │
                    │                     │
                    │ Language content areas │
                    │                     │
                    │   Learning style    │
                    └─────────────────────┘
                      ╱               ╲
                     ╱                 ╲
                    ▼                   ▼
    ┌─────────────────────┐   ┌─────────────────────┐
    │ Subjective Analysis │   │  Objective Analysis │
    │                     │   │                     │
    │ Learners' perceptions │  │   ESP course books  │
    │                     │   │                     │
    │ Teachers' perceptions │  └─────────────────────┘
    │                     │
    │  Class observations │
    └─────────────────────┘
               ╲                   ╱
                ╲                 ╱
                 ▼               ▼
              ┌─────────────────────┐
              │      Matching       │
              │                     │
              │ Learners' needs and ESP │
              │                     │
              │      materials      │
              └─────────────────────┘
```
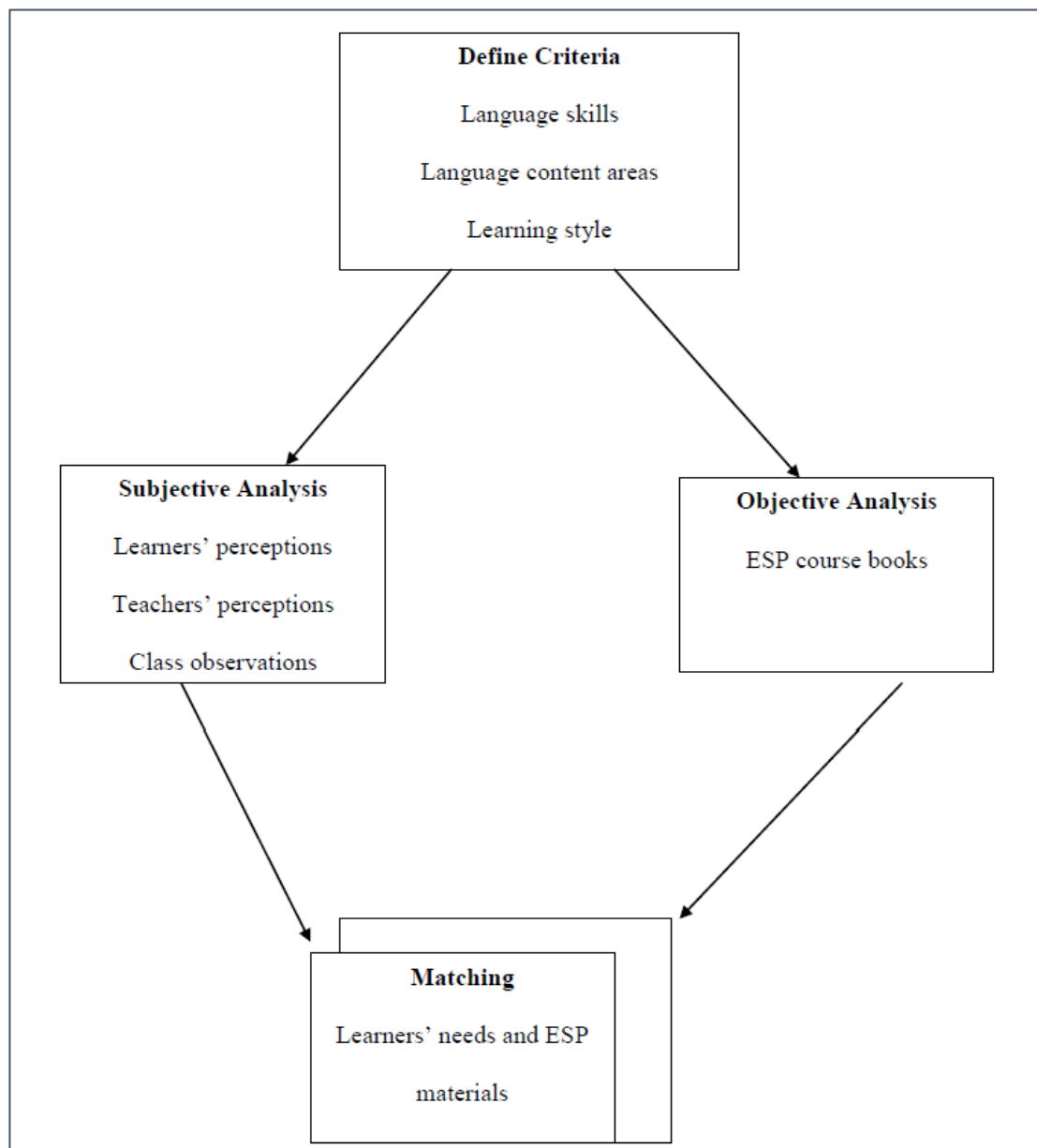
Figure 3.1: The process of evaluation of ESP materials (1986:98)

3.3 Participants and Context

The study was conducted at the Eastern Mediterranean University, Engineering Faculty, Famagusta, North Cyprus. The participants of this study are the engineering students and teachers. The participants of the interview were 3 teachers while 120 Engineering students are participants for the questionnaire. They were first and second semester students and rolled in ENGL191 and ENGL192 courses in Engineering faculty. Overall the participants of the questionnaire, the researcher took students of 7 groups since they were divided in many groups and were taught by different teachers. The researcher was allowed to be attendant the class by three teachers of 7 groups. The data revealed that 74% of the qustionnaire participants were male and 26% female.The students were from different nationalities. They were registered in ENGL 191 and ENGL 192. The students interested to take part as a participant in the research since the questionnaire items were related to their needs of language skills and the way of language skills presentation.The participant of the interview was 3 instructors since the researcher could get that number of teacher. One of the teachers taught ENGL 191 while others taught ENGL 192. They had more than 15 years' experience of teaching. Instructors let their students know about the attendant of the researcher in the class. According to the result of the interview, the teachers were Turkish-Cypriot nationality. They taught English 4 hours every week for each course. They used many means to teach their courses such as power point, internet, project, and presentation for language skills. They showed that using more supplemented material might help learners to get their needs more suitable.

3.4 Instruments

The study triangulates the data sources in the following way:

1. A Questionnaire for students (see Appendix A)

2. A semi-structured interview with teachers (see Appendix B)

3. Observations carried out by the researcher (see Appendix C)

4. Material analysis by the researcher (ENGL 191 and ENGL 192) (see Appendix D)

3.4.1 Questionnaire

The questionnaire presented the linguistic needs of the engineering students. The researcher adopted the questionnaire from Al_Farsi (2013) since the items of Al-Farsi (2013) questionnaire are about the linguistic needs. Al_Farsi (2013) adopted her questionnaire from Al-Tamimi (2007). Al-Farsi (2013) questionnaire items are divided into three parts; four language skills, language content area, and learning strategies related four language skills. The researcher adopted only two parts of Al-Farsi (2013) questionnaire; four language skills and learning strategies related four language skills because the aim of the present study is to know students' needs only in terms of four language skills and learning strategies related to four language skills. In order to fulfill the aim of the study, the questionnaire has been divided into two parts. The first part of the questionnaire has been devoted for collecting the data about learner's background knowledge such as nationality, gender, the course that they are taking in this semester (Spring 2015).

The second part of the questionnaire is also divided into two parts: language skills (writing, reading, speaking, and listening skills), and learning strategies related to four language skills (study skills and learning activities).

Overall the questionnaire items are 36 items which relates to language skills and learning strategies related to language skills. Each item has three options (Yes), (No), and (Not Sure). In order to answer a question, students are requested to choose one of the options which are given to each item. The items are either related to language skills or learning strategies related to four language skills. The part of language skills consists of four parts: writing, reading, listening, and speaking. 10 items are devoted to writing skills while 5 items are put in the questionnaire for reading skills. The third part of the language skills is speaking skill with 8 items. The final part of the language skills is listening skill which consists of 4 items. The aim of the language skills items is to find out students needs in terms of language skills in different items.

The second part of the questionnaire has been devoted to learning strategies related to language skills. This section has been divided into two parts; study skills and learning activities. 5 items is devoted to the part of study skill while learning activities part has 4 items which aim to give attention to the activities that learners need in learning language courses. (See Appendix A)

3.4.2 Teacher Interviews

The researcher conducted the interview with three teachers of ENGL 191 and ENGL 192 courses. The researcher designed the interview items based on the the questionnaire items since the method of the present study is traingualation method; the same item should be seen in all instruments od data collection such as questionnaire, interview, observation, and books analysis in order to compare each other. Three instructors were participants of the interview. The purpose of the interview was also to see if the material used meets the learners' needs.

The interview was a semi-structured interview and divided into 5 parts.The items of the first part was about instructors' background information such as gender, nationality, the experience of teaching, the course that they taught. The second part was designed to get answer about general information about activities which were presented in the courses. The third part was designed to get information about language skills (writing, reading, speaking, and listening). The forth part was the questions about learning strategies related language skills. The final part was a general question about the future of these courses. (See Appendix B)

3.4.3 Classroom Observations

Classroom observation is seen as an important tool to get information about practical issues which take place in the classroom. Most of the researchers try to attend the class in order to know what the practical problem of offering the materials inclass room. The theoretical information usually is not sufficient for the researchers to conduct study, but they need to observe the class so that they can see how the classes are managed, and how the materials are offered in the classroom since the researcher attended the classrooms.

The researcher observed ENGL 191, and ENGL 192 courses. The purpose of the observation was to see how the materials are offered. The researcher prepared a form based on the questionnaire items since the questionnaire items was based on language skills and learning strategies related to four language skills. The form also consisted of two parts: classroom background, and language skills and learning strategies related four language skills. The part of the checklist that which was designed to classroom content, offered some knowledge about the teacher and the course such as: teacher's name, available time, and code of the course. (See Appendix C)

3.4.4 Course Books' Analysis

The forth instrument for data collection was the analysis of the materials used. The researcher tried to analysis two course books namely ENGL 191, and ENGL 192. These two books are used as course materials in the Engineering faculty. ENGL 191 is used as a course book for intermediate students, and ENGL 192 is used as a course book for upper-intermediate students. The aims of ENG 192 course are to improve and develop English language siklls and knowledge within an academic context, to imrprove and develop academic study skills and knowledge of academic convention, to improve and develop critical thinking skills, to develop interest in and knowledge of a wide range of academic issue across the curriculum, and to develop an understanding of interdisplinary links, to develop an autonomous and self-directed approach to learning, and to develop skills in exploiting computer both as a study resource and as tool for producing professionally presented work. While the aims of ENG 191course are to improve English language skills (speaking, reading, writing) in an academic context, to engage students with high-interest reading and lively activities to help them develop vocabulary and reading skillsand strategies that can be used in their writing, to improve different reading skills and strategies, to enhance students speaking skills throughtout pre- and post reading group discussions, to allow students to hone their writing skills befor produce their own reading through writing models and writing skills practice, to lead students step-by-step through the writing process with the help of the writing assignment, to improve critical and refelective thinking skills, to develop an autonomous and self-direct approach to learning, and to develop skills in exploiting computers both as study resource and as a tool for producing academic work.

As mentioned at the literature review part, the best tool for evaluating the books is checklist so the researcher designed a checklist for evaluating the material being used for students of Engineering Faculty in Spring (2015). This checklist was designed based on the questionnaire items which were related to language skills and learning learning strategies related to four language skills. (See Appendix D)

The checklist had three columns: The first column was devoted to language skills and learning strstegies related four language skills items. The second column was devoted for the frequency of used activities while the third part is for percentage of the items. The researcher did not use ready-made checklist since the method of the present study followed the triangulation method; all the items of used instruments should be compared with the result of material analysis, so the researcher designed his own checklist based on questionnaire.

3.5 Data Collection Procedures

The researcher tried to show the procedures which were used to collect the data in this section. Firstly, the researcher got permission for collecting data in ELT department and Foreign Language and preparatory school (See Appendix F). After meeting the instructors, the researcher tried to conduct interview with them. The instructors allowed the researcher to conduct interview with them. Researcher spent 15 hours observation in both 191 and 192 courses in order to observe how the materials were offered in the class in term of language skills and learning strategies related to four language skills. Finally, the instructors helped the researcher in distributing the questionnaire for students.

The researcher distributed the questionnaire among the Engineering students who were registered in ENGL 191 and ENGL 192. The researcher distributed the

questionnaire after getting permission from instructors. The researcher distributed the questionnaires in the first ten minutes of the lectures. Students were divided into many groups since the researcher attended 7 groups for distributing the questionnaire. When the researcher distributed the questionnaire, he stated the purpose of the study. Furthermore, the researcher gave students freedom of asking questions about ambiguous items, as he answered the student's questions about the ambiguous items.

Also, after getting permission for collecting the data, researcher tried to conduct the interviews with those instructors (were teaching ENGL 191 and ENGL 192 in Engineering Faculty). During the office hours, the researcher conducted the interview with the instructors. Firstly, the researcher and the teachers discussed the items of interview in order not to get the items of semi-structured interview wrongly. Then, they started to record the interview. Two days before conducting the interview, the researcher gave the instructors the semi-structured interview. The teachers read the interview's items and took some notes about the interview's item. Then, the researcher discussed the notes which had been taken by the teachers. Finally, the interview was conducted.

The researcher observed the class in order to know how the material offered in the classroom in term of language skills and learning strategies related to language skills. The researcher spent 15 hours of observing the ESP classes. A checklist was already prepared in order to take note during the observation. The researcher went to the classrooms with the instructors and sat at the back of the class. When the classes were usually started to present the materials, the researcher took his notes about how

materials were presented. All students were informed about the aim of the researcher attendance at the class.

Two course books have been analyzed by the researcher namely ENGL 191, and ENGL 192. The aims of ENG 192 course are to improve and develop English language siklls and knowledge within an academic context, to imrprove and develop academic study skills and knowledge of academic convention, to improve and develop critical thinking skills, to develop interest in and knowledge of a wide range of academic issue across the curriculum, and to develop an understanding of interdisplinary links, to develop an autonomous and self-directed approach to learning, and to develop skills in exploiting computer both as a study resource and as tool for producing professionally presented work. While the aims of ENG 191 course are to improve English language skills (speaking, reading, writing) in an academic context, to engage students with high-interest reading and lively activities to help them develop vocabulary and reading skillsand strategies that can be used in their writing, to improve different reading skills and strategies, to enhance students speaking skills throughtout pre- and post reading group discussions, to allow students to hone their writing skills befor produce their own reading through writing models and writing skills practice, to lead students step-by-step through the writing process with the help of the writing assignment, to improve critical and refelective thinking skills, to develop an autonomous and self-direct approach to learning, and to develop skills in exploiting computers both as study resource and as a tool for producing academic work.

The researcher prepared a checklist as an instrument for the analysis of the mentioned materials. The researcher analyzed the materials in term of language skills

and learning strategies related to language skills. Based on the questionnaire's items, the researcher prepared the checklist for analyzing the materials.

3.6 Procedures of Data Analysis

This research used mixed method to analyze the data. Mixed method is a good tool for analyzing the data which usually includes questionnaire and interview as instruments to collect the data. The present study used the questionnaire, interview, classroom observation, and course book analyses as instruments of data collection, therefore, the result of this study is described from four instruments namely, questionnaire for students, interview with teachers, observing the class by researcher, and analyzing the course books by the researcher.

To analyze different type of data obtained with the help of a variety of data collection tools, the reaearcher followed different procedures. For example, the data obtained from the questionnae was analyzed by SPSS (Stitistical Package for the Social Science), version 8. This package enabled the researcher to aquire the descriptive statistics, frequency, and charts that are necessary for the interpretation of the data. Among the options provided by this package, the researcher used only the 'precentage' option to investigate the digree of significance that the respondent to the given items in the questionnaire. A Likert scale was arranged as: (Yes), (Not Sure), and (No) for analyzing the needs of the students.

In order to analyze the needs of the students perceived by their teachers, the researcher obtained the data from the semi-structure interview which has already been conducted with three teachers. The researcher recorded the interview for about an hour with each teacher. The semi-structured interview items were asked orderly in order not to be confused. The data obtained from 5 parts of the recorded interviews.

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In order to transcript the data, the researcher listening to each interview more than three times. Although the researcher organized and transccripted the answers of the interviews items, some of the teachers statements have been transcribed as a direct qautation in order to have the reference for showing the exact data. In order to give the response of some interview items, the researcher made comparasion among teachers' opinions related to interviews items.

Inorder to analyze the needs of the students, the researcher observed the class in order to know how the material offered in the classroom in term of language skills and learning strategies related to language skills. The researcher spent 15 hours of observing the classes. A form was already prepared in order to take note during the observation. (See Appendix C). The data of the observation has been obtained from two parts of the form. The first part gave information about background of the class such as class code, time of the course, teacher name, and course code while the second part was designed to give information about language skills and learning strategies related to language skills. Based on the Questionnaire items, the researcher took his notes of the observation since the study followed the method of triangulation. The researcher analyzed the data from 7 forms of the observation. The 7 forms of the observation were collected from 7 different groups of students. The forms included the notes based on the questionnaire items related to language skill and learning strategies related to language skils. The items of the form were the same so the researcher could transfer the data so easily.

The researcher analyzed the ENGL 191 and ENGL192 course books as a checklist was disinged for the analysis (See Appendix D). The checklist was designed based on the questionnaire items so the researcher could do comparation between results of

the other instruments and the result of the books analysis. ENGL 191 and ENGL 192 course books include 187 activities. The researcher presented the frequency and percentage for each item of the checklist. After obtaining the data from different sources (questionnaire, interview, observation, and course book analyses), the researcher compared the subjective (questionnaire, interview, and observation) with objective (course book analyses) items in order to find out whether they match each other or not.

Chapter 4

RESULTS

4.1 Presentation

This chapter presents the results obtained from different sources namely, questionnaire for students, interview with the teachers, classroom observations by the researcher, and analyzing the course books by the researcher.

4.2 Results

This section presents the results obtained from different sources namely, questionnaire for students, interview with the teachers, classroom observation by the researcher, and analyzing the course books by the researcher in terms of language skills and learning strategies. Language skills consist of reading, writing, listening, and speaking skills, while the learning strategies consist of study skills and learning activities.

4.2.1 Learners' Perceptions of Their Needs

The learners' perceptions of their needs regarding language skills and learning style have been shown in the following sections.

4.2.1.1 Learners' Needs of Language Skills

The learners' needs in terms of language skills are discussed in the following sections. The researcher presents the learners' needs from the highest percentage of items of their needs to the lowest percentage of item related to the skills.

4.2.1.1.1 Writing Skills

Writing skill has been divided into many sub-skills. Writing easy gets the highest percentage of the writing skills, when it gets 87,5% of the learners' needs and 5% of the learners stated that they are not sure if they need this skill or not. In contrast, 7.5% of the learners reported that they do not need to write essays.

Table 1: Descriptive Statistics of Learners' perceptions: writing skills

Item	YES		Not Sure		No	
A. Language Skills						
1. Writing	**N**	**%**	**N**	**%**	**N**	**%**
Writing formal emails	73	60.83	26	21.66	21	17.5
Writing formal letters	71	59.16	27	22.5	22	18.33
Taking lecture notes	88	73.33	14	11.66	18	15
Taking notes from textbooks	82	68.33	20	16.66	18	15
Writing essays	105	87.5	6	5	9	7.5
Writing references	85	70.83	17	14.16	18	15
Paraphrasing	89	74.16	13	10.83	18	15
Summarizing books/ articles	93	77.5	18	15	9	7.5
Writing short or long answers in exams	97	80.83	13	10.83	10	8.33
Doing homework	94	78.33	12	10	14	11.66

Writing short or long answers in exams is another sub skill of writing skills which obtained the frequency 80,83% of the learners needs, and 10.83% of the learners stated that they are not sure if they need writing short or long answers or not. The lowest frequency for this sub skill is 8.33% of the learners who stated that they do not need this sub skill.

The item related to doing homework, is preferred by 78.33% of learners, and 10% of the learners showed that they are not sure if they need to do homework or not. In terms of summarizing books or articles, 77.5% of the participants showed that they

need to summarize books/articles, and 15% of the participants stated that they are not sure to summarize books/articles, while 7.5% of the learners stated that they do not need to summarize books/articles.

The data showed that the learners need to paraphrase with the percentage of 74.16%, and 10.83% of the learners are not sure if they need to paraphrase or not. But 15% of the learners do not need to paraphrase. In addition, 73.33% of the learners claimed that they need to take lecture notes, and 11.66% of the learners are not sure about the need of taking lecture notes. While 15% of the learners stated that they do not prefer to take lecture notes.

Furthermore, 70.83% of the learners claimed that they need to write references, and 14.16% of the learners are not sure whether they need to write references or not. But, 15% the learners do not need to write references.

In terms of taking notes from textbooks, 68.33% of the learners need to take notes from textbooks, and 16.66% of the learners showed that they are not sure if they need to take notes from textbooks or not. While, 15% of the learners stated that they do not need to take notes from text books.

Also, the findings indicated that the learners need to write formal emails with the percentage of 60.83%, and 21.66% of the learners are not sure if they need to write formal email or not. In contrast, 17.5% of the learners claimed that they do not need to write formal email.

Finally, writing formal letters gets the lowest percentage of the learners' needs. It gets the percentage 59.16% of the learners' needs, and 22.5% of the learners claimed that they are not sure if they need this skill or not. In contrast, 18.33% of the learner stated that they do not prefer this sub skill.

4.2.1.1.2 Reading Skills

The item related to reading books/articles, gets the highest percentage of the learners' needs. It gets the percentage of 85% of the learners' needs, and 10% of the learners showed that they are not sure whether they need to read books/articles or not. 5% of the learners pointed out that they do not need to read books/articles. Also, 79.16% of the learners pointed out that they need to read daily newspaper, and 10.83% of the learners are not sure if they need to read daily newspaper or not. While 10% of the learners believed that they do not need this sub skill.

Table 2: Descriptive Statistics of Learners' perceptions: reading skills

Reading	YES		NOT SURE		NO	
Item	N	%	N	%	N	%
Reading books/articles	102	85	12	10	6	5
Reading historical news	83	69.16	18	15	19	15.83
Reading daily newspaper	95	79.16	13	10.83	12	10
Searching about places around the world	79	65.83	25	20.83	16	13.33
Reading course book	87	72.5	15	12.5	18	15

The table showed that 72.5 % of the learners need to read course book, and 12.5% of the learners are not sure if they need this skill or not. While 15% of the learners stated that they do not need to read course book. Also, the results revealed that the learners need to read historical news with the percentage of 69.16%, and 15% of the

learners are not sure if they need to read historical news or not. But, 15.83% of the learners claimed that they do not need this skill.

Finally, the skill that obtained the lowest percentage is searching about places around the world.it gets 66.83% of the learners' needs, and 20.83% of the learners are not sure if they need this skill or not. In contrast, 13.33% of the learners indicated that they do not need to search about places around the world.

4.2.1.1.3 Speaking Skills

The item relates to communicating with classmates gets the highest frequency. It gets 91.66% of the learners' needs. While 3.33% of the learners stated that they do not need to communicate with their classmates.

Table 3: Descriptive Statistics of Learners' perceptions: speaking skills

3. Speaking	YES		NOT SURE		NO	
Items	N	%	N	%	N	%
Communicating with classmates	110	91.66	6	5	4	3.33
Communicating with teachers	108	90	5	4.16	7	5.83
Participating in the class	89	74.16	17	14.16	14	11.66
Making the presentation	93	77.5	12	10	15	12.5
Making interview with classmates as exercise	79	65.83	20	16.66	21	17.5
Asking questions and answering in the class.	87	72.5	19	15.83	14	11.66
Taking part in discussions	85	70.83	22	18.33	13	10.83
Talking with students in real situations outside the class.	81	67.5	28	23.33	11	9.16

In terms of the communicating with teachers, the findings revealed that the learners need to communicate with teacher with the percentage of 90%, and 4.16% of the

learners are not sure if they need this skill or not. But, 5.83% of the learners claimed that they do not need to communicate with the teachers.

The results showed that 77.5% of the learners need to make presentation, and 12.5% of the learners do not prefer this skill of speaking. But, 10% of the learners are not sure if they need this skill or not.

As regard to participating in the class, 74.16% of the learners need to participate in the class, and 14.16% of the learners are not sure if they need this skill or not. In contrast, 11.66% of the learners claimed that they do not need to participate in the class.

Furthermore, 72.5% of the learners stated that they need to ask questions and answering in the class. While, 11.66% of the learners do not take the asking and answer question in the class as their needs. 15.83 % of the learners are not sure if they need to ask question in the class or not.

Moreover, 70.83% of the learners need to take part in the discussion, and 18.33% of the learners are not sure whether they need to take part in discussion or not. In contrast, 10.83% of the students pointed out that they do not prefer to take part in the discussion.

Also, 67.5% of the learners stated that in real situations they need to speak with their friends outside the class, and 23.33% of the learners are not sure if they need to talk with their friends in real situations outside of the class or not. But, 9.16% of the learners showed that they do not prefer this skill.

Finally, the findings showed that 65.83% of the learners need to make interview with classmates as exercise, and 16.66% are not sure if they need this skill or not, While 17.5% of the learners are not interested with skill.

4.2.1.1.4 Listening Skills

As regards listening skills, listening to teachers gets the highest frequency of the learners, needs. It gets 87.5% of the learners' needs. The learners are not sure if they need to listen to teacher or not with the frequency of 10%. But, 2.5% of the learners indicated that they do not need to listen to teacher.

Table 4: Descriptive Statistics of Learners' perceptions: listening skills.

4. Listening	Yes		Not sure		No	
Listing to teachers	105	87.5	12	10	3	2.5
Listing to classmates	101	84.16	5	4.16	14	11.66
Listening to the conversation from the recorders	78	65	23	19.16	19	15.83
Listening to conversation from CD player	75	62.5	24	20	21	17.5

The table showed that 84.16% of the learners need to listen to classmates, and 4.16% of the learners are not sure if they need this skill or not. In addition, 11.66% of the learners do not need to listen to classmates.

Moreover, the data indicated that 65% of the learners need to listen to the conversation from the recorders, and 19.16% of the learners are not sure if they need this skill or not. In contrast, 15.83% of the learners do not need to listen to the conversation from recorders.

Finally, the lowest frequency skill is listening to conversation from CD player. It gets 62.5% of the learners' needs, and 20% of the learners claimed that they are not sure if they need to this skill or not. But, 17.5% of the learners do not need to listen to conversation from CD player.

4.2.1.1.5 Learners' Needs of Learning Styles

The results of learning strategies related to language skills: study skills and learning activities are presented in this section.

4.2.1.1.5.1 Study Skills

In terms of study skill in learning strategies, doing a group work gets the highest frequency. It gets 90.83% of the learners' needs. While, 5% of the learners stated that they do not prefer to do group work. Also, 4.16% of the learners are not sure if they need this skill or not.

Table 5: Descriptive Statistics of Learners' perceptions: study skills

B. Learning Style						
Study Skills	**YES**		**NOT SURE**		**NO**	
	N	**%**	**N**	**%**	**N**	**%**
Studying rules and practicing them practice	97	80.83	17	14.16	6	5
Doing a group work	109	90.83	5	4.16	6	5
Studying individually	83	69.16	22	18.33	15	12.5
Doing study in pair work	108	90	6	5	6	5
Showing many pictures and diagrams	91	75.83	10	8.33	19	15.83

The table showed that 90% of the learners prefer to do study in pair work, and 5% of the learners are not sure if they need to do study in pair work or nor. But, 5% of the learners do not prefer to do study in pair work.

Moreover, it was shown that 80.83% of the learners prefer to study rules and practicing their practice, and 14.16 % of the learners are not sure if they need this skill or not. But 5% of the learners do not prefer this skill.

With regard to showing many pictures and diagrams, the findings showed that 75.83% of the learners prefer showing many pictures and diagrams, and 8.33% of the students are not sure if they prefer many diagrams and pictures. In contrast, 15.83% of the learners do not prefer to show many picture and diagrams.

Finally, studying individually gets the lowest frequency study skills. It gets 69.16% of the learners' preferences. Also, the result showed that 18.33% of the learners are not sure if they prefer to study individually or not. In contrast, 12.5% of the learners do not prefer this skill.

4.2.1.1.5.2 Learning Activities

The data showed that the highest frequency in learning activities is problem-solving exercises. It gets 85.83% of the learners' preference. Also, 7.5% of the learners claimed that they are not sure if they prefer problem -solving exercises or not, While, 6.66% of the learners do not prefer problem-solving exercises.

Table 6: Descriptive Statistics of Learners' perceptions: learning activities

Learning Activities	YES		NOT SURE		NO	
Item	N	%	N	%	N	%
Role plays	83	69.16	22	18.33	15	12.5
Rehearsing memorized dialogues	74	61.66	28	23.23	18	15
Problem-solving exercises	103	85.83	9	7.5	8	6.66
Learning about cultures	100	83.33	7	5.83	13	10.83

Also, it has been shown in the table that learning about cultures gets the frequency of 83.33% of the learners' preferences, and 5.83% of the learners are not sure if they prefer to learn about culture or not, While, 10.83% of the learner do not prefer to learn about culture.

Moreover, 69.16% of the learner indicated that they prefer role plays, and 18.33% of the learners are not sure if they prefer role plays or not, While 12.5% of the learners do not prefer role plays.

Finally, the lowest frequency of learning activities was indicated by the table. It was rehearsing memorized dialogue. It got the frequency of 61.66% of the learners' preferences, and 23.33% of the learners are not sure if they prefer to rehearse memorized dialogue. But, 15% of the learners do not prefer this activity.

4.2.1.1.6 Summary

In terms of writing skills, the result showed that the highest percentage of the learners' need is writing essays 87.5%. The second need is writing short or long answers in exams 80.83%. Another need of learners in writing skills is summarizing books or articles 77.5% Moreover, the item related to doing homework, is needed by 78.33% of learners.

The data also showed that 74% of the learners need paraphrasing. Moreover, 73.33% of the learners reported that they need to take lecture notes. Furthermore, 70.83% of the learners indicated that they need to write references. 68.33% of the learners need to take notes from textbooks. Also, the obtained data revealed that 60.83% of the learners need to write formal emails. Finally, writing formal letters gets the lowest

percentage of the learners' needs. It gets the percentage 59.16% of the learners' needs.

In terms of reading skills, the item which is related to reading books/articles gets the highest percentage of the learners' needs 85%. The second need of learners in reading skills is reading daily newspaper 79.16%. Moreover, the table showed that 72.5% of the learners need to read course book. Also, the results pointed out that 69.16% of the learners need reading historical news. Finally, the skill that obtained the lowest percentage is searching about places around the world 65.83%.

In terms of speaking skills, the item related to communicating with classmates gets the highest frequency 91.66%. The second need of learners in speaking skills is communicating with teacher 90%. The findings indicated that 77.5% of the learners need to make presentation, need to participate in the class 74.16%, prefer asking questions and answering in the class 72.2%, need to take part in the class 70.83%, need to talk with students in real situations outside the class, and 65.83% of the learners need to make interview with classmates as exercise. This skill is pointed out by the learner as the lowest frequency in speaking skills.

As regards listening skills, listening to teachers gets the highest frequency 87.5%. The results also showed that 84.16% of the learners need to listen to classmates, need to listen to the conversation from the recorders 65%, and (62.5% the lowest frequency) need to listen to conversation from CD player.

In terms of study skills in learning strategies, doing a group work gets the highest frequency 90.83%. The findings showed that 90% of the learners prefer to study in

pairs, 80.83% of the learners prefer to study rules and practicing them, 75.83% of the learners prefer showing many pictures and diagrams, and 69.16% need to study individdually.

In terms of learning activities, the findings showed that the highest frequency was got by 'problem-solving exercises' (85.83%), 'learning about cultures' (83.33%), 'role plays' (69.16%) and 'rehearsing memorized dialogue' (61.66%).

4.2.2 Learners' needs as perceived by the teachers

In this section, the researcher presents the results of the teachers' perceptions toward their students' needs regarding language skills and learning style.

4.2.2.1 Learners' Needs of Language skills

The language skills are presented as a result of the teachers' perceptions toward their learners' needs in the following sections.

4.2.2.1.1 Writing Skills

The result obtained from the interviews with three teachers. Teacher A determined academic essay writing, and making presentation as her students needs. While teacher B indicated paraphrasing, note-taking, and summarizing as his students' needs. However, teacher C claimed that all writing skills such as academic essay writing, taking note, doing homework, paraphrasing, summarizing articles/books, and writing references are her students' needs. Writing formal letters, and writing formal email are not assigned as the learners' needs by any of the teachers. Writing easy was the item that teachers A, B, and C asked their students to write as project and term paper.

4.2.2.1.2 Reading Skills

 Teachers claimed that their learners need all reading skills that facilitate students learning such as reading books/articles, and reading course books. While none of the teachers showed

that the students have to read daily newspaper, read historical news, and search about place around the world. Furthermore, teachers B and C viewed that skimming and scanning as the needs of their learners. Teacher A said ''*students usually read article in classroom*''. However, other teachers did not claim that their student read articles in the class room.

4.2.2.1.3 Speaking Skills

Teachers viewed that practicing in the class, speaking with learners outside the class, communicating with classmates, and communicating with teachers are the needs of their students speaking needs. While none of the teachers thought that their learners need to make interview with classmates as exercises. Teacher C said ''*academic public speaking is the need of my students*'', but it was not taken by teacher of A and B.

All the teachers claimed their students used only Enlgish Language inside class and outside class.

4.2.2.1.4 Listening Skills

All of the listening skills are viewed as the learners' needs by the ESP teachers. ESP teachers viewed that their learners need sub-skills of listening such as listen to classmates, listen to teacher, and listen to conversation from CP player. Teacher A reported ''*I put videos on moodle for my students to watch*''. However, teacher B and C did not cliam that they use video or CD recorder.

4.2.2.1.5 Learning Strategies that Teacher Think that Learners' Need

The result of conducted interview with the ESP teachers indicated that learners need all skills of learning styles and activities such as the role plays, practice the theoretical knowledge, study in pair working ,study individually, use diagrams and pictures for tasks, and do problem-solving exercise.in contrast. None of the ESP teachers thought that their learners need to rehearse memorized dialogue. Small group classes were taken by all the teachers as effective class. Diagrams and outling

the board were strategies that were used by all the teachers. Teacher B said ''*I manage my class as U chap*''. Teachers A and C did not use this type of class management.

4.2.2.1.6 Summary

In this section, the teachers' perceptions of their learners needs are presented in a meaningful and brief way. Language skills and learning strategies related language skill are shown.

In terms of writing skills, the result obtainedfrom the interview with three teachers; Teacher A determined academic essay writing and making presentation as her students needs. While teacher B indicated paraphrasing, note-taking, and summarizing as his students' needs. However, teacher C claimed that all writing skills such as academic essay writing, taking note, doing homework, paraphrasing, summarizing articles/books, and writing references are her students' needs. Writing formal letter, and writing formal email are not assigned as the learners' needs by any of the teachers while writing easy was the item that teachers A, B, and C asked their students to write as project and term paper.

In terms of reading skills, Teachers claimed that their learners need all reading skills that facilitate students learning such as reading books/articles, and reading course books. While none of the teachers showed that the students have to read daily newspaper, read historical news, and search about place around the world. Furthermore, teachers B and C viewed that skimming and scanning sub- skills can be seen as the needs of their learners. Teacher A said ''*students usually read article in classroom*''. However, other teachers did not claim that their student read articles in the class room.

In terms of speaking skills, Teachers viewed that practicing in the class, speaking with learners outside the class, communicating with classmates, and communicating with teachers are the needs of their students. While none of the teachers thought that their learners need to make interview with classmates as exercises. Teacher C said ''*academic public speaking is the need of my students*'', but it was not taken by teacher of Aand B as the students' needs. All the teachers claimed their students used only Enlgish Language inside class and outside class.

As rearding listening skills, teachers viewed that their learners needed sub-skills of listening such as listen to classmates, listen to teacher, and listen to conversation from CD player. Teacher A reported ''*I put videos on moodle for my students to watch*''. However, teacher B and C did not cliam that they used video or CD recorder.

 Finally, the result of conducted interview with the teachers indicated that learners need all skills of learning styles and activities such as the role plays, practice the theoretical knowledge, study in pair working, study individually, use diagrams and pictures for tasks, and do problem-solving exercise.in contrast. None of the ESP teachers thought that their learners need to rehearse memorized dialogue. Small group classes were taken by all the teachers as the needs of the students. Diagrams and outling the board were strategies that were used by all the teachers. Teacher B said ''*I manage my class as U chap*''. Teachers A and C did not use this type of class management.

4.2.3 Classroom Observations

The researcher observed ENGL 191, and ENGL 192 courses. The purpose of the observation was to see how the materials are offered. The researcher prepared a form

based on the questionnaire items since the questionnaire items was based on language skills and learning strategies related to four language skills. The form also consisted of two parts: classroom background, and language skills and learning strategies related four language skills. The part of the checklist that which was designed to classroom content, offered some knowledge about the teacher and the course such as: teacher's name, available time, and code of the course. (See Appendix C)

Overall the class of ENGL 191 and 192 courses, the researcher took students of 7 groups since they were divided in many groups and were taught by different teachers. The researcher was allowed to be attendant the class by three teachers of 7 groups. The students were from different nationalities. They were registered in ENGL 191 and ENGL 192. One of the teachers taught ENGL 191 while others taught ENGL 192.

The results of the observed class by the researcher are presented in terms of language skill and learning style in this section. The researcher attended the class for 15 hours in order to observe how materials are presented in term of language skills and learning styles. The courses that researchers attended were ENGL 191 and ENGL 192 which are taught as English courses for BA students who already passed Preparatory school at EMU University.

4.2.3.1 Language Skills

The researcher observed that the lectures were included many exercises which aimed to assist learners to get improvement in writing skills. The activities which related to writing easy were the most used activities that were used in the class. The lessons were included to skills such as noting from textbooks, noting from lecture,

homework, answering short or ling questions in exam, paraphrasing, and summarizing books/ articles. However, the lessons were not included to writing formal letters, writing formal emails at all.

In terms of reading skills, the researcher observed the class, and he noted that the class exercises involved many activities which help the learners to improve their academic ability in reading skill such as read course books, reading books/articles, reading course book, skimming and scanning strategies. However, none of the teachers help their students to search about places around the world, to read historical news, and to read daily newspaper.

As regard to speaking, the researcher observed that the class exercise were devoted to speaking skills such as speaking between teachers and their students about different topics, discussions among students in English either they participated in the class for speech activities, or they spoke outside the class. The students used English language for doing presentation, asking and answering questions in the class. However, interviewing with other students as an exercise was not given attention to at all.

In terms of listening skills, the researcher observed that learners listened to teachers, listening to classmates. They listened to their teachers, when he/she asked them questions, and asked them for assignments. Finally, they listened to the questions in the class.

4.2.3.2 Learning Strategies

Study skills and learning strategies activities were used in the classrooms such as problem solving exercises, using diagrams and picture, doing role play, studying in

small groups, studying in pairs, studying individually, but rehearsing memorized dialogues was not used as an exercise or activities of learning style in ESP class.

4.2.3.3 Summary

As a result of the classroom observation, it can be told that the classes were designed to language skills (writing, reading, listening, and speaking) and learning strategies related to language skill (study skill and learning activities). All the activities that are done in the classes are related to language skills and learning strategies of language skills. For example, the writing lectures focused on writing easy. Furthermore, it was the most used skill that was used in the class. In addition, the lessons presented the skills such as writing note from lecture, writing homework, writing answers for long or short questions, writing notes from textbooks, paraphrasing, and summarizing books/ articles. However, the lessons were not included to writing formal letters, and writing formal emails. In addition to writing skill, the teacher required the learners to read course handbook, reading books/articles, reading course book, skimming and scanning strategies, and reading newspapers.

As regarding the speaking skills, the class activities were designed to involve the items of speaking with teacher and classmates. Students spoke English either they participated in the class for speech activities, or they spoke outside the class. The students also used English language for doing presentation, and for asking and answering questions in the class.

The classes were also for listening skills. Learners listened to teachers and their classmates. Students listened to their teacher when he/she asked them questions, talked in the class, asked them for assignments. Also, they listened to the questions and answers in the class and listened to recorded conversation.

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Finally, in the ESP classes, the activities were presented by, using diagrams and picture, doing role play, studying in small groups, studying in pairs, studying individually, and using problem solving exercises in the classroom.

4.2.4 The analysis of the ESP Course Books

ENGL 191 and ENGL 192 course books have been analyzed by the researcher in order to find out whither the materials fit learners' needs or not. The analyzing of the mentioned course books is shown following

4.2.4.1 ENG 191

ENGL 191 is an EAP course which is used for the students of first semester in first academic year. The title of the course book is From Reading to Writing. The author of the book is Colin Ward (2010). The book was written for intermediate students. The course book consists of 4 chapters; inventions, careers, the environment, and fact or fiction. ENGL 191 is used as a course book for intermediate students. The aims of ENG 191course are to improve English language skills (speaking, reading, writing) in an academic context, to engage students with high-interest reading and lively activities to help them develop vocabulary and reading skillsand strategies that can be used in their writing, to improve different reading skills and strategies, to enhance students speaking skills throughtout pre- and post reading group discussions, to allow students to hone their writing skills befor produce their own reading through writing models and writing skills practice, to lead students step-by-step through the writing process with the help of the writing assignment, to improve critical and refelective thinking skills, to develop an autonomous and self-direct approach to learning, and to develop skills in exploiting computers both as study resource and as a tool for producing academic work.The researcher analyzed the course book in term of language skills and learning strategies by applying his checklist.(See Appendix D)

4.2.4.1.1 Language Skills

4.2.4.1.1.1 Writing Skills

Some activities can be seen which are related to writing skills in this book. For example, writing a main idea of an eassy (p.3). Furthermore, the process of writing essay has been presented on the pages of (3, 13, 17, 18, 19, 20, 33, 34, 35, 36, 37, 38, 54, 55, 55, 56, 57, and 58). The process of the writing essay has been presented through some steps such as choosing a topic for your essay, organize your ideas, writing a rough draft, revising your rough draft, edit your writing, and write the final copy. The book involves some activities which are related to write short and long answers for questions, for example, students are asked to list three short points for one question on page 35. Students also are required to answer 4 questions on page 69. The book includes some exercises on writing summary. For example, on page 71, students are required to read the ''reading 2'', then they are required to summarize it as a writing essay. Doing homework has been included in the analyzed book. For example, students are asked to write an essay at home as an assignment (p.71), and write an essay at the end of all the chapters. Taking notes from textbooks is included on the page 60 and 63. Students are required to use their annotation to help them to answer the questions. Annotation means taking notes about important ideas while you are reading a text. Finally, filling blanks are included on page (28, 40, and 65). This book does not present any exercises for writing formal email, formal letters, writing references, and paraphrasing.

4.2.4.1.1.2 Reading Skills

Many texts and exercises have been included in this book which required the students to read them and respond the questions. For example, students are required to read paragraphs and articles on the pages of (27, 29, 30, 31, 33, 34, 41, 49, 53, 62, and 67). On page (33), students are required to identify the main ideas of the reading.

Students also are required for discussing the questions in pair or small group in all reading articles. Each chapter contains a section of pre-reading which included students to discuss question in pair working or group working. Identifying main ideas are presented in every articles of reading skills. Every chapter has two articles for reading. Every reading section has a sub-section under the name of 'reflecting on the reading' in which students are required to discuss the reading question in group or pair working. This book does not give any exercises for reading historical news, reading daily news, and searching about places around the world.

4.2.4.1.1.3 Speaking Skills

Every chapter of this book has two sections which are related to discussion in small group or pair work. For example, students are required to discuss three questions on page 59. Discussion of the question is among classmates. This book does not include any other exercises of speaking such as making interview with the classmates as exercises, and making presentation. But, Supplemented material gives the chance to the students to do other kind of the speaking activities. Furthermore, as supplemented activities, teacher usually required learners to do presentation of an essay.

4.2.4.1.1.4 Listening Skills

This book does not include any specific activities for listening skills. Every listening activity is come out through writing, and reading activities. For example, every chapters of the book has two sections of the reading discussion. The discussion should be done in pair or group working. It is clear discussion should have listening. The member of the group should listen to each other when they discuss an article of reading.

Listening activities are also shown through writing activities when students are required to write an essay. There is a part at the end of all chapters for teacher in order to require their learners to write an essay.

Listening exercises and activities are not included in this book. All speaking activities are which students practice their real life in their classes with their classmates and their teachers. Students usually listen to their teachers, when the teachers teach students. English is a language of spoken among students and teachers so that they can listen to each other.

4.2.4.1.2 Learning Strategies

Every chapter of the book has shown two sections for discussion in pair or group working. For example, chapter two has presented discussion on page 39 and 47. The book also shows pictures and asked students to practice them. For example, students are required to look at the picture on page 39, and determine that what are the people of the picture protesting against?

Furthermore, the book includes some exercises of problem –solving. For example, students are required to read an essay (p. 53), and they have to provide answers for the problem and its solution.

Students also are assigned to write a problem-solving essay on page 56. Learning about the culture has been presented in the book. For example, students are required to give opinion about 'luck' on page 65. Luck has different meanings in different cultures.in contrast, the book has ignored the exercises of role plays, rehearsing memorized dialogues, and studying rules and practicing their practice.

4.2.4.2 ENG 192

ENG 192 is an ESP course which is used for the second semester academic English course. Its tittle is (from reading to writing) which is written by Colin Ward (2010) for upper-intermediate students. This course book consists of 5 chapters; personality, gender, human nature, privacy, and literature. The aims of ENG 192 course are to improve and develop English language siklls and knowledge within an academic context, to imrprove and develop academic study skills and knowledge of academic convention, to improve and develop critical thinking skills, to develop interest in and knowledge of a wide range of academic issue across the curriculum, and to develop an understanding of interdisplinary links, to develop an autonomous and self-directed approach to learning, and to develop skills in exploiting computer both as a study resource and as tool for producing professionally presented work.The researcher tries to analyze this book in term of language skills (writing, reading, speaking, and listening) and learning styles (study skill and learning activities). The researcher applies a checklist for analyzing the book.

4.2.4.2.1 Language Skills

4.2.4.2.1.1 Writing Skills

Some activities can be seen which are related to writing skills in this book. For example, students are required to organize and write a classification essay on page90. Each chapter has writing an essay as an assignment at the end of the chapter. Furthermore, the process of writing essay has been presented on the pages of (90, 110, 129, 148, and 164). The process of the writing essay has been presented through some steps such as choosing a topic for your essay, organize your ideas, writing a rough draft, revising your rough draft, edit your writing, and write the final copy.

The book involved some activities which are related to writing short and long answers for questions, for example, students are asked to list three short points for one question on page 85.

Students also are required to answer 4 questions on page 106. Each chapter has two sections for discus 3 questions for each section. For example, students are required to discuss three questions on page 119. Moreover, doing homework has been included in the analyzed book. For example, students are assigned to write an essay at the end of all the chapters. Finally, filling blanks are included on page (82, 41, 80,118, 120, 139, and 156). Furthermore, completing missing information is included on page 88, 97, 123. In contrast, this book does not present any exercises for writing formal email, formal letters, and writing references, taking notes, summarizing books /articles, and paraphrasing.

4.2.4.2.1.2 Reading Skills

Many texts and exercises have been included in this book which required the students to read them and respond the questions. For example, students are required to read paragraph and article on the page 76. On page 76, students are required to identify the main ideas of the reading. Students also are required to discuss the questions in pair or small group in all reading articles. Each chapter contains a section of pre-reading which included students to discuss question in pair working or group working. Main ideas of the reading article are required to identify in every articles of reading skills. Every chapter has two articles for reading. Every reading section has a sub-section under the name of 'reflecting on the reading' in which students are required to discuss the reading question in group or pair working. Finally, this book does not give any exercises for reading historical news, reading daily news, and searching about places around the world.

4.2.4.2.1.3 Speaking Skills

Every chapter of this book has two sections which are related to discussion in small group or pair working. For example, students are required to discuss three questions on page 73. This book does not include any other exercises of speaking such as making interview with the classmates as exercises, making presentation. But, Supplemented material gives the chance to the students to do other kind of the speaking activities. Furthermore, teacher usually required learners to do presentation of an essay. Finally, attending classes gives students a chance to participating in the class.

4.2.4.2.1.4 Listening Skills

This book does not include any specific activities for listening skills. Every listening activity is come out through writing, and reading activities. For example, every chapters of the book has two sections of the reading discussion. The discussion should be done in pair or group working. The member of the group should listen to each other when they discuss an article of reading.

It is clear that discussion should have listening skill. Otherwise, the discussion cannot be holding without listening. In this book, listening activities are also shown through writing activities when students are required to write an essay. There is a part at the end of all chapters for teacher in order to require their learners to write an essay.

Listening exercises and activities are not included in this book. All speaking activities are which students practice their real life in their classes with their classmates and their teachers. Students usually listen to their teachers, when the teachers teach students. English is a language of spoken among students and teachers so

that they can listen to each other. Otherwise, there are no any activities which help students to improve their listening.

4.2.4.2.2 Learning Styles

Every chapter of the book has shown two sections for discussion in pair or group working. For example, chapter five has presented discussion on page 73 and 81. The book also shows pictures and asked students to practice them. For example, students are required to look at the picture on page 73, 112, and 131.in addition, the book includes many diagrams. For example, the book presented a diagram to classify musical personalities on page 78, 79. The students are required to write an essay which includes a diagram for classifying something on page 90. Students are also required to draw a Venn diagram to show similarities and differences between two related topics on page 98.

Learning about the culture has been presented in the book. For example, students are required to give opinion about ''treat shopping by men and women '' on page 100. Student also are asked to give their opinion about modern day society on page 104.in addition, students are required to give their opinion of what in life make you laugh (pp.119, 124).

Moreover, the book gives attention to activities which are specific with studying rules and practicing their practice. For example, students are asked to practice the rule of comparison marker (similarities and contrast marker (differences) (p.109). The writer also asks students to practice 'cause- effect' rules on page 128. In contrast, the book has ignored the exercises of role plays, and rehearsing memorized dialogues.

Table 4.7: Table of Statistic result of the analysis of the course books

NO.	Item	Frequency N	Percentage %
A. Language Skills			
1. Writing			
1.1	Writing formal emails	0	0
1.2	Writing formal letters	0	0
1.3	Taking lecture notes	0	0
1.4	Taking notes from textbooks	15	8.21
1.5	Writing essays	74	39.57
1.6	Writing references	0	0
1.7	Paraphrasing	0	0
1.8	Summarizing books/ articles	5	2.67
1.9	Writing short or long answers in exams	68	36.36
1.10	Doing homework	46	24.59
2. Reading			
2.1	Reading books/articles	79	42.24
2.2	Reading historical news	0	0
2.3	Reading daily newspaper	0	0
2.4	Searching about places around the world	0	0
2.5	Reading course handouts	76	40.64
3. Speaking			
3.1	Communicating with classmates	52	27.80
3.2	Communicating with teachers	43	22.99
3.3	Participating in the class	57	30.48
3.4	Making the presentation	0	0
3.5	Making interview with classmates as exercise	0	0
3.6	Asking questions and answering in the class.	72	38.50
3.7	Taking part in discussions	54	28.87
3.8	Talking with students in real situations outside the class.	0	0
4. Listening			
4.1	Listing to teachers	78	41.71
4.2	Listing to classmates	69	36.89
4.3	Listening to the conversation from the recorders	0	0
4.4	Listening to conversation from CD player	0	0
B. Learning Style			
1. Study Skills			
1.1	Studying rules and practicing them practice	28	14.97
1.2	Doing a group work	63	33.68
1.3	Studying individually	59	31.55
1.4	Doing study in pair work	63	33.68
1.5	Showing many pictures and diagrams	74	39.57
2. Learning Activities			
2.1	Role plays	0	0
2.2	Rehearsing memorized dialogues	0	0
2.3	Problem-solving exercises	18	9.62

2.4	Learning about cultures	46	24.59

4.2.4.2.3 Summary

Overall the result of two analyzed ESP books showed that the two books have shown language skills and learning strategies related to language skills through 187 activities and exercises in two course books namely ENGL 191 and ENGL 192, when it was shown in the table above. The table presented the frequency and percentage of all items of the checklist. Over all 187 activities of two used books, the table presented the frequency and percentage of each activity.

In terms of writing skill, the result of analyzed book indicated that the items of writing skills gete the percentage as the folloing writing essay 39.57%, doing homework 24.59%, and writing short and long answers 36.36, taking notes from textbooks 8.21%, and Summarizing books/ articles 2.67%. In contrast, the book does not include other writing skills at all, when they recorded the percentage of 0%.

In terms of reading skill, the result revealed the items of reading skiils as following reading books/articles 24.24%, and reading course handouts recorded 40,64% the frequency of used items over all 187 activities. But, the items of diagnosing to find out the place around the world, and reading historical news and daily newspaper get the frequency of 0%. The book does not include any activities for the previous items.

In terms of speaking skill, the result of analyzed books revealed that the items of participating in discussion 30.48%, communicating with classmates and with teacher 22.99, asking and answering question38.55, and participating in the class 30.48% recorded the percentage of the activities used in two course books over all 187

activities. While the items of making interview as exercise with classmates, authenticity talking outside class, and making presentation get the frequency of 0%.

In terms of listening skill, the result revealed the items of listening as listening to teachers 41.71%, and listening to classmates 36.89%. While the items of listening from the recorders to conversation, and listening from CD player to conversation get the frequency of 0%. The book avoids including activities of listening to the discussion from the recorders, and listening to conversation from CD player.

In terms of study skill in learning style, 'doing a group work' (33.68%), 'individually studying' (33.55%), and 'pair working' (33.68%) were the activities of the analyzed books. While the item of studying rules and practicing them 14.97%), and the item of Showing many pictures and diagrams 39.57% were the activities of the books.

Finally, in terms of learning activities in learning style, the results pointed out that the item of learning about cultures gets the highest ercen. It records the percentage of 24.59%. While the items of Role plays, and Rehearsintg memorized dialogues recorded the lowest percentage. They recorded 0%. The book avoids including Role plays, and Rehearsing memorized dialogues activities. Furthermore, the item of problem-solving exercises gets the frequency of 9.62%.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

In this chapter, the researcher tries to demonstrate the main results of this study, and discusses the results in regarding with the research questions. Furthermore, the limitation, and pedagogical implications are highlighted in this chapter. Finally, the researcher finishes the chapter with dealing with the recommendation for further study.

5.2 Discussion of the Main Results

This study tried to find out whither ESP the materials are being used in the engineering departments fit the learners' needs in term of language skills and learning style or not. In order to practice the purpose of the study, the researcher tried to follow the triangulation method: question for the learners to examine their perceptions toward their needs, conducting interview with ESP teachers to examine their perceptions toward their learners needs, and observing the ESP classes by the researcher to know how the materials are being offered in this context. In another hand, the researcher tried to analyze the materials which are being used in Engineering Faculty. Finally, the researcher compared the obtained results from questionnaire with learners, interview with ESP teachers, and class observation by the researcher with the result of analyzed ESP material.

5.2.1 Learners' Perceptions and the ESP Courses

In this section, the result of learners' perceptions of their needs was compared with the result of analyzed courses in term of language skills and learning strategies to discover if their needs were met or not.

In term of writing skill, the results determined that the learners met their needs in many exercises of materials. For example, in the material, the items of writing skills get the percentage as the folloing: 'writing essay' (39.57%), 'doing homework, (24.59%), and 'writing short and long answers' (36.36%). Learners also ranked high such items as 'writing essays' (87%), 'writing short or long answers in exams' (81%), 'doing homework' (78%), 'summarize books or articles' (77.5%), 'paraphrasing' (74%), 'take lecture notes' (73%) , 'writing references' (71%), 'taking notes from textbooks' (68%), 'writing formal emails' (60%), and 'writing formal letters' (59%). In contrast, the book does not include the items of 'writing formal email' (60%), 'writing formal letters' (59%), 'taking lecture notes' (73%), 'writing references' (71%), and 'paraphrasing' (74%) at all.

In terms of reading skill, the learners' needs were met in some of activities of the ESP books. For example, the results revealed the items of reading skiils as following reading 'books/articles' (24.24%), and 'reading course handouts' recorded 40,64% the frequency of used items over all 187 activities. As well as, the learners ranked the mentioned items as their needs as 'reading books/articles' (85%), 'reading daily newspaper' (79%), 'reading course book' (73%), and 'reading documentary news' (69%). But, the books do not include the items of reading newspaper and news and diagnosing about places of the world. They got the frequency of 0%. The books also do not include any activities for these items.

In terms of speaking skill, some activities of ESP materials are believed to match with the learners needs. The result of analyzed books revealed that the items of 'participating in discussion' (30.48%), 'communicating with classmates and with teacher' (22.99%), 'asking and answering question' (38.55%), and 'participating in the class' (30.48%) recorded the percentage of the activities used in two course books over all 187 activities. In addition, the learner indicated the items of speaking skill as their needs as 'communicating with classmates' (92%), 'communicating with teacher' (90%), 'making presentation' (78%), 'Participating in the class' (74%), 'talking among students outside class' (68%), 'participating in discussion' (71%), 'interview with classmates' (65%), and 'answering and asking questions in the class' (73%). But, the books do not include the items of speech among students in real situation, as exercise making interview with classmates, and making the presentation. They get the frequency of 0%.

In terms of listening skill, the learners' needs have been fitted with the ESP course books in some items. For example, the result of analyzed books revealed the percentage of the items as the 'listening to teachers' (41.71%), and 'listening to classmates' (36.89%). In addition, the learners determined the items of listening skill as their needs as 'listing to teachers' (87%), 'listen to classmates' (84%), 'listen to the conversation from the recorders' (65%), and 'listening to conversation from CD player' (62%). But, the book avoids including activities of from the recorders listening to conversation, from CD player listening to conversation. They get the frequency of 0%.

In terms of study skill in learning style, ESP materials are believed to meet the learners' needs in some exercises. For instance, the analyzed the books revealed the

result as 'doing a group work' (33.68%), 'individually studying' (33.55%), 'studying rules and practicing them' (14.97%), and 'Showing many pictures and diagrams' (39.57%). Furthermore, the learners indicated the items of study skill as their needs as 'doing a group work' (91%), 'study in pair work' (90%), 'study rules and practicing their practice' (81%), 'showing many pictures and diagrams' (76%), and 'studying individually' (69%).

Finally, in term of learning activities in learning style, the books met the learners' needs in many exercises. For example, the analyzed books revealed the result as 'learning about cultures' (24.59%), and 'problem-solving exercises' (9.62%). Moreover, the learner indicated the items of learning activities as their needs as 'problem-solving exercises' (86%), 'learning about cultures' (83%), 'role plays' (69%), and 'rehearsing memorized dialogue' (62%). But, ESP books the book avoids to include Role plays, and Rehearsing memorized dialogues activities. The items of Role plays, and Rehearsing memorized dialogues recorded the lowest frequency. They recorded 0%.

5.2.2 Results of teachers' Perceptions and ESP Courses

In this section, the researcher compared the teachers' perceptions of their learners need in term of language skill and learning style with ESP materials.

In terms of writing skill, the result of analyzed ESP books has fitted the teacher's perceptions in many items. for example, the obtained result from the interview with three ESP teachers indicated that all skills such as academic essay writing, taking note, doing homework, paraphrasing, summarizing articles/books, and writing references can be seen as their learners' needs. In addition, the result of analyzed course books showed the result as 'writing essay' (39.57%), 'doing homework'

(24.59%), and 'writing short and long answers' (36.36%). Also, writing formal email, and writing formal letter are not indicated as the learners' needs by the ESP instructors, and the books do not include writing formal email, and writing formal letter as well. Finally, teachers viewed the items of taking lecture notes, writing references, and paraphrasing as their learner' needs, but the books do not include these items at all.

In terms of reading skill, the result of analyzed ESP has matched with teachers' perception in all reading items. For example, the analyzed books showed the result as 'reading books/articles' (24.24%), and 'reading course handouts' (40.64%). As well as, the teachers have the same perceptions toward their learners' needs, when they determined that their learners need all reading skills that facilitate students learning such as reading books or articles, and reading course books. Moreover, the books do not include the items of searching to find out the places of the world, and reading newspaper and historical news. They got the frequency of 0%. The books also do not include any activities for these items. In accordance, none of the instructors showed that their students should read daily newspaper, read historical news, and search about place around the world. Furthermore, two of the teachers viewed that skimming and scanning sub- skills can be seen as the needs of their learners.

In terms of speaking skills, the result of analyzed books is to match with teachers' perception in many items of speaking, for example, the analyzing ESP books revealed result as 'participating in discussion' (30.48%), 'communicating with classmates and with teacher' (22.99%), 'asking and answering question' (38.55%), and 'participating in the class' (30.48%). In addition, ESP instructors viewed that practicing in the class, talking outside class with students, communicating with

classmates, and communicating with teachers are the needs of their students speaking needs. In contrast, the books do not include the items of speaking outside class with learners, and making interview and presentation. They get the frequency of 0%. Finally, the result of analyzed ESP books and teachers' perceptions are in accordance in the item of make interview with classmates as exercises. The book do not include the item of make interview with classmates as exercises. The ESP instructors also do not think that their learners must make interview with classmates as exercises.

In terms of listening skill, the result of teachers' perceptions of their learners' needs has matched the analysis of the ESP books in two points. For instance, ESP teachers viewed that their learners need sub-skills of listening such as listen to classmates, listen to teacher, and listen to conversation from CD player. But, the books avoid including activities of listening to the conversation from the recorders, and listening to conversation from CD player which get the frequency of 0%. However, the analyzed books showed the result as 'listening to teachers' (41.71%), and 'listening to classmates' (36.89%).

In terms of learning style, the result of teachers' perception toward their learners needs has match with books. For example, the result of conducted interview with the ESP teachers indicated that learners need all skills of learning styles and activities such as the role plays, practice the theoretical knowledge, study in pair working, study individually, use diagrams and pictures for tasks, and do problem-solving exercise. In similar, the analyzed the books showed the result as 'doing a group work' (33.68%), 'individually studying' (33.55%), and 'studying in pair' (33.68%). Moreover, none of the teachers thought that their learners are to rehearse memorized dialogue. In similar, the book avoids including Rehearsing memorized dialogues

activities. ESP teachers indicated that learners need the skills of role plays, but the books avoid including Role plays, as it got the frequency of 0%.

5.2.3 Results of Class Observation and ESP Courses

In this section, the researcher compared the result of class observation by researcher with the result of analyzed ESP books.

In terms of writing skill, the result of observed the classes has matched with the ESP materials. For example, the researcher observed that the lectures included many exercises which aim to assist learners to get writing skill improvements. Writing easy was the most frequency skill that was used in the class. The lessons gave attentions to skills such as writing homework answers in exam, paraphrasing, notes of textbooks and lecture, summarizing books or articles. In similar, the analyzed courses showed the result as 'writing essay' (39.57%), 'doing homework' (24.59%), and 'writing short and long answers' (36.36%). The books do not include the items of writing formal email, and writing formal letter. In similar, the lessons did not give any focuses to writing formal letters, and writing formal emails.

Finally, the books do not include any exercises of writing references and paraphrasing, but the lectures involve some type of these items since the ESP teachers use supplemented material in their classes.

In terms of reading skill, the result of ESP analyzed material has fitted observed classes in all items. For example, the researcher observed that the class exercises involved many activities which help the learners to improve their academic ability in reading skill such as read course books, reading books or articles, reading course book, skimming and scanning strategies. In similar, the analyzed books presented the

result as 'reading books/articles' (24.24%), and 'reading course handouts' (40.64%). As it was observed by the researcher, none of the teachers helped their students to search about places around the world, to read historical news, and to read daily newspaper. In similar, the books do not include any exercises of searching about places around the world, reading historical news, and reading daily newspaper.

In term of speaking, the result of observed classes has fitted with the result of ESP material analyzed. For example , the researcher observed that the class exercises were devoted to speaking skills such as speaking between teachers and their students about different topics, discussions among students in English either they participated in the class for speech activities, or they spoke outside the class. The students used English language for doing presentation, asking and answering questions in the class. In similar, the analyzin books revealed results as 'participating in discussion' (30.48%), 'communicating with classmates and with teacher' (22.99%), 'asking and answering question' (38.55%), and 'participating in the class' (30.48%). In addition, the researcher observed that interviewing with other students as an exercise was not given attention to at all. In similar, the books do not include the item of making interview with classmates as exercise.Finally, the books do not include the items of making the presentation. But, the lecture included some activities for making presentation since teachers used supplemented material for their classes.

In terms of listening skills, the result observed classes has matched with materials analyzed in some points. For example, the researcher observed that learners listened to teachers, listening to classmates. They listened to their teacher when he/she asked them questions, and asked them for assignments. Finally, they listened to the questions in the class. Furthermore, the result of ESP materials analysis indicated

that the learners listened to their teachers and their classmates. The books and lectures do not include the activities for listing to conversation from CD players or recorders.

In terms of learning styles, the result of observed class has matched with materials analysis in some points. For example, some of study skills and learning activities were used in the ESP classrooms such as problem solving exercises, using diagrams and picture, doing role play, studying in small groups, studying in pairs, studying individually. In similar, the analyzed the books presented the result as 'doing a group work' (33.68%), 'studying individually' (31.55%), and 'doing study in pair work' (33.68%). Finally, the books avoid to include Rehearsing memorized dialogues activities and role play. They were also not used as exercises of learning style in ESP classes.

5.3 Conclusion

The result has been obtained from three different perceptions: learners' perceptions toward their needs, teachers' perceptions toward their learners' needs, and observer's perceptions toward learners needs in term of language skills and learning style. This research has been done to discover if the material being used fit the learner's needs or not.

In order to answer first research question, the researcher demonstrated the response by comparing the result of learners' perceptions with the result of the analysis of ESP materials in term of language skills and learning style. The result revealed that learners' perception has met the ESP course books in term of language skills and learning style. However, it failed to meet learner's needs in some items of language skills and learning styles. For example, in term of writing skill, 71% of the learners

indicated that they need to write references. 68% of the learners need to take notes from textbooks. Also, the obtained data determined that 60% of the learners need to write formal emails. Finally, writing formal letters gets the percentage 59% of the learners' needs.

 In contrast, the book does not include the items of writing formal email, writing formal letters, taking lecture notes, writing references, and paraphrasing.

 Moreover, in terms of speaking skill, the learner indicated the items as 'making presentation' (78%), 'speaking in real situation with students outside the class' (68%), and 'doing interview with classmates' (65%). While, the books do not include the as making presentations, making interview with classmates as exercise, and talking with students in real situations outside the class). They get the frequency of 0%.

 Furthermore, in term of listening skill, the learners determined the items of listening skill as their needs as 'listen to the conversation from the recorders' (65%), and 'listening to conversation from CD player' (62%). But, the books avoid including activities of listening to the conversation from the recorders, and listening to conversation from CD player. They get the frequency of 0%.

 Finally, in term of learning activities in learning style, the learner indicated the items of learning activities as their needs as 'role plays' (69%), and 'rehearsing memorized dialogue' (62%). But, the books avoid including role plays, and rehearsing memorized dialogues activities. As the result of the analysis of ESP books, the items

of (Role plays), and (Rehearsing memorized dialogues) recorded the lowest frequency. They recorded 0%.

In order to answer second research question, the researcher has to compare the result of the teachers' perception toward their learners' needs with the result of analyzed ESP materials. The result indicated that the ESP materials are met by the teachers' perceptions of their learners needs in term of language skills and learning style. However, it could not meet learners' needs in some items of language skills and learning style. For example, in term of writing skill, teachers viewed the items of taking lecture notes, writing references, and paraphrasing as their learner' needs, but the books do not include these items at all.

In term of speaking skills, although the teachers viewed that learner needs the items of Making the presentation, and Talking with students in real situations outside the class, the books do not include the items of Making the presentation, and Talking with students in real situations outside the class.

In term of listening skill, ESP teachers viewed that their learners need sub-skills of listening such as listen to conversation from CP players or recorders. But, the books avoid including activities of listening to the conversation from the recorders, and listening to conversation from CD player. Finally, in term of learning style, ESP teachers indicated that learners need the skills of role plays, but the ESP books avoid including Role plays, as it got the frequency of 0%.

In order to answer third research question, the researcher must compare the result of the observed class by the researcher with the result of analyzed ESP materials. The result

indicated that class observation meet ESP material in term of language skills and learning style. However, it fails to meet learners' needs in some items of language skills and learning style. For example, in term of writing skills, the books do not include any exercises of writing references and paraphrasing, but the lectures involve some type of these items since the ESP teachers' uses supplemented material in their classes. Finally, in term of speaking skill, the books do not include the items of making the presentation. But, the lecture included some activities for making presentation since teachers used supplemented material for their classes.

5.4 Limitations of the Study

There were some parts which limited this research, although it got its purpose. One of the its limitation is the number of the students taking part in the study: students had been divided into many groups, the groups were not specific for the students of the same field of study, and a class sometimes contained the student of more than 5 departments. Also, the researcher did not have enough time for collecting the data; it was the time of a month and half for collecting the data, after mid-term exam. Some of students were absent the class when the data were collected because it was after mid-term exam immediately; some of the classes were cancelled because of the absence of the students. Furthermore, all students were from Engineering Faculty. The study took 120 Engineering students and 3 instructors so the result of the study cannot be generalized to other faculties, and universities. Finally, the study was limited to some aspects of esp. the study has focused on ESP in term of language skills and learning style. Many parts of ESP could be taken so that the research would be more reliable and effectiveness.

5.5 Pedagogical Implications

The result of the study can give some pedagogical implication in form of suggestions for teachers, students, and material designers in this field.

The finding may help material designer to offer different skills, and sub-skills of language skills and learning style in their material and class exercises. For example, material designers should present all activities in their materials which help learners to improve their listing and speaking. The ESP books do not include many activities in listening and speaking so the designing material which includes much speaking and listening activities for these learners is compulsory.

The finding also may help teachers to focus on the activities such as writing formal email, writing formal letter, reading historical news, reading daily newspapers, and problem-solving exercises so the mentioned items should be included in the ESP materials and daily class activities in this context since they are learners' needs. The lectures should not ignore the activities of writing formal letter, writing formal email, listening from recorder or CD since they were taken as the learners' needs.

Also, teachers every time should think of 'to what extend the materials are being used fit with their learners' needs since different learners have different needs. Evaluating material is an essential work for teachers. Finally, Learners should think of themselves by fulfilling different activities of language skills and learning styles inside classes and outside classes (real life situation).

5.6 Recommendations for Future Studies

Several directions for future research are important when considering the limitation of the study. The results were restricted to the students of engineering faculty at

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EMU since the present study was conducted in that faculty. It is clear that the finding of this research is restricted to specific learners in specific context with specific aim. In order to generalize the result of any studies, they should be done on large sample of participants and different places.

Current study should be conducted in different aims, departments, different universities, and countries in order to get useful result of the learners' needs. The purpose of this study was limited to language skills and learning style so the study can be taken in other perceptions, not only in term of language skills and learning style. In short, the study should be conducted in any contexts since different learners have different needs.

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APPENDICES

Appendix A: A Questionnaire

Dear students,

As a part of my MA studies, I am currently doing my thesis on the linguistic needs of engineering students. This questionnaire aims to see to what extent the materials being used meet the students' needs in terms of language skills and learning styles. Please express your opinion sincerely when responding to the questionnaire. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

Bahroz Ameen

MA student

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_____

___

CONSENT FORM

I have read and understand the purpose of the study and how my responses will be used.

Therefore, I agree to participate in this study.

Signature: _____

Date: _____

Part I: Background Information

Instructions: Fill in the blanks or mark (√) where necessary.

1. Name: _____   **Nationality:** _____

2. Gender: **Male (   )**   **Female   (   )**

3. Department: _____

4. How long have you been learning English? : _____

5. Name of your English Course (s) : _____

6. This is your: 1 st semester (   )   2 nd semester (   )
_____

Part II: Students' Academic English Needs

Instructions: Please read the following statements and indicate which skills you

need for your English Course (s) by ticking (**√**) in the boxes **(YES, Not Sure, NO**)

next to them.

NO.	Item	YES	Not Sure	NO
A. Language Skills				
1. Writing				
1.1	Writing formal emails			
1.2	Writing formal letters			
1.3	Taking lecture notes			
1.4	Taking notes from textbooks			
1.5	Writing essays			
1.6	Writing references			
1.7	Paraphrasing			
1.8	Summarizing books/ articles			
1.9	Writing short or long answers in exams			
1.10	Doing homework			
2. Reading				
2.1	Reading books/articles			
2.2	Reading historical news			
2.3	Reading daily newspaper			
2.4	Searching about places around the world			
2.5	Reading course handouts			
3. Speaking				
3.1	Communicating with classmates			
3.2	Communicating with teachers			

3.3	Participating in the class			
3.4	Making the presentation			
3.5	Making interview with classmates as exercise			
3.6	Asking questions and answering in the class.			
3.7	Taking part in discussions			
3.8	Talking with students in real situations outside the class.			
4. Listening				
4.1	Listing to teachers			
4.2	Listing to classmates			
4.3	Listing to questions and answers in class			
4.4	Listening to instructors for assignments			
4.5	Listening to the conversation from the recorders			
4.6	Listening to conversation from CD player			
B. Learning Style				
1. Study Skills				
1.1	Studying rules and practicing them practice			
1.2	Doing a group work			
1.3	Studying individually			
1.4	Doing study in pair work			
1.5	Showing many pictures and diagrams			
2. Learning Activities				
2.1	Role plays			
2.2	Rehearsing memorized dialogues			
2.3	Problem-solving exercises			
2.4	Learning about cultures			

Appendix B: Semi-Structured Interview

Structured Interview for Instructors

Part (1): A

Background Information:

Name: _____   **Nationality:**

_____

Gender: _____

How long have you been teaching English language: _____

Which ESP course you are teaching in this semester: _____

Part (2): B

General Information about Activities and Learning Style in ESP courses:

2.1 How   long   have   you   been   teaching   ESP   in   EMU?

……………….…………………………………………………………

2.2 How   many   hours   a   week   do   you   teach   ESP?

………………………………………………………….…………

2.3 What a proficiency level is appropriate for your students? (Beginner, Intermediate, or Advanced).

………………………………………………………………………….

2.4 Do you use technology (Power Point, Overhead Projector, Recorder, Computer, Internet, etc) in your classes?

……………………………………………………………………………

…………………………………………………………………………

2.5 What kind of skills do you think the students need to improve?

……………………………………………………………………………

…………………………………………………………………………

2.6 Do you use any supplementary materials?

………………………………………………………………………………………

………………………………………………………………………………………

2.7 Do you think that the materials you use are sufficient for your students?

…………………………………………………………………………………

…

2.8 How do you assess your students?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………

Part (3): C. Language skills

3.1. Writing Skills

3.1.1 What kind of writing skills do you think that your students need?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…..……

3.1.2 What do you ask your students to write? (Projects, term papers, emails, letters,

Summarizing books/ articles, paraphrasing, references, etc.).

…………………………………………………………………………………

………………………………………………………………………………….

…...

3.1.3 What kind of questions do you ask your students in exams (MC or construction

Response, Filling in the blank, etc.).

…………………………………………………………………………………………

…………………………………………………………………………………………

……

3.1.4 Do your students take notes in your classes or do they just listen?

…………………………………………………………………………………………

3.1.5 In your opinion, what is your students' need to write outside the classroom as

homework?

…………………………………………………………………………………………

…………………………………………………………………………………………

……

3.2. Reading Skills

3.2.1 What kind of reading skills do you think that your students need?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

3.2.2 What kind of reading passages do your students read in the classroom?
(Newspaper, articles, historical world news, handouts, books, etc.)

…………………………………………………………………………………………

…………………………………………………………………………………………

3.2.3 What do your students read as assignments?

…………………………………………………………………………………………

…………………………………………………………………………………………

…….

3.3. Speaking skills

3.3.1 What kind of speaking skills do you think that your students need?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
……..

3.3.2 Do your students use English only in your classes or do they communicate in English outside the classes?

………………………………………………………………………………………
……………………………………………………………………..…………
……

3.3.3 How often do you use the student's oral proficiency in the classroom (asking questions, making presentations, speaking at seminar and participating in meetings, or carry out discussions or debates on different topics?

………………………………………………………………………………………
………………………………………………………………………………

3.3.4 How often do you use the student's oral proficiency outside the classroom (Talking in real situations, talking with them in your office about the lesson)?

………………………………………………………………………………………
………………………………………………………………………………………

3.3.5 How do you evaluate your students' speaking skills? (Exams)

………………………………………………………………………………………
…………………………………………………………………………………

3.4. Listening skills

3.4.1 What do you think your students need in terms of listening?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

3.4.2 What kind of listening materials do you use in class (Recorder, CD player,……etc)?

……………………………………………………………………………………

……………………………………………………………………………………

3.4.3 Do you think these materials help your students to improve their Ural proficiency? (Listening skills)

……………………………………………………………………………………

…………………………………………………………………………………

Part (4), Learning Style

4.1. Study Skills

4.1.1 What kind of study skills do you think that your students need?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

4.1.2 What kind of classroom management do you use in your classes (individual, small groups, U chap, half circle, etc.).

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………

4.1.3 How do you feel your students understand the lesson? (Practice or theory, briefly or in details, ideas and theories, memorizing the lessons, etc).

…………………………………………………………………………………………

…………………………………………116………………………………………………

…………………………………………………………………………………………

4.1.4 Do you show any diagrams and pictures during your discussions?

…………………………………………………………………………………………

…………………………………………………………………………………………

4.2. Activities

4.2.1 What kind of activities do you think that your students need inside and outside

the classroom?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………

4.2.2 Which kinds of activities are the most achievable in your classroom? (Role-

play, problem-solving, discussion, stimulating, etc.) And why?

…………………………………………………………………………………………

…………………………………………………………………………………………

5. Finally

5.1 Do you think that you are going to use these materials as they are or would you

like to adapt them?

…………………………………………………………………………………………

………………………………………………………………

Appendix C: Class Observation form

Classroom Observation Checklist

Teacher Name: ………………………………………….

Date: ………………………….   **Time of course**: ……………..

 Course Code: ………………………………………

NO.	Items	Observation
		A. Language Skills
1	**Writing**	

2	**Reading**	
3	**Speaking**	

4	**Listening**	
	B. Learning Styles	
1	**Study Skills**	

2	**Learning Activities**	

Appendix D: Checklist of ENGL 191 and 192

NO.	Item	Frequency	Percentage
A. Language Skills			
1. Writing			
1.1	Writing formal emails		
1.2	Writing formal letters		
1.3	Taking lecture notes		
1.4	Taking notes from textbooks		
1.5	Writing essays		
1.6	Writing references		
1.7	Paraphrasing		
1.8	Summarizing books/ articles		
1.9	Writing short or long answers in exams		
1.10	Doing homework		
2. Reading			
2.1	Reading books/articles		
2.2	Reading historical news		
2.3	Reading daily newspaper		
2.4	Searching about places around the world		
2.5	Reading course handouts		
3. Speaking			
3.1	Communicating with classmates		
3.2	Communicating with teachers		
3.3	Participating in the class		
3.4	Making the presentation		
3.5	Making interview with classmates as exercise		
3.6	Asking questions and answering in the class.		
3.7	Taking part in discussions		
3.8	Talking with students in real situations outside the class.		
4. Listening			
4.1	Listing to teachers		
4.2	Listing to classmates		
4.3	Listening to the conversation from the recorders		
4.4	Listening to conversation from CD player		
B. Learning Style			
1. Study Skills			
1.1	Studying rules and practicing them practice		
1.2	Doing a group work		
1.3	Studying individually		
1.4	Doing study in pair work		

1.5	Showing many pictures and diagrams		
2. Learning Activities			
2.1	Role plays		
2.2	Rehearsing memorized dialogues		
2.3	Problem-solving exercises		

Appendix E: Permission Letter from English language Teaching (ELT) Department.

Dear Assoc. Prof. Dr. Javanshir Shibliyev,

Chair of the ELT Department

As part of my MA thesis study titled ''The linguistic needs of engineering students''.

I need to carry out research at Eastern Mediterranean University, Faculty of Engineering, I would like to:

A) Administer a questionnaire to BA. Civil Engineering students;

B) Conduct interviews with English language teachers in civil Engineering department;

C) Observe the English language classes in the civil engineering department.

Therefore, I would kindly like to ask for permission to conduct my research in the Engineering faculty.

Thank you for your consideration.

Sincerely yours,

Bahroz Ameen

(St. No. 135261)

Tel: 05338582209

E-mail: Bahrozwsen@yahoo.com

Student questionnaire

Appendix F: Permission Letter from the Foreign Language and English Preparatory School

To: Asst. Prof. Dr. Elmaziye Özgür Küfi

         FLEPS Director

From: Bahroz Ameen

         MA student

Subject: Research Proposal to Collect Data in Your School

Date: 24/04/2015

I am an MA student in ELT Department. As part of my thesis study, I am going to analyses the materials used in English Courses in regards to language needs and learning styles. This study concentrates on English for Specific Purposes for Engineering Faculty. I will carry this research through this semester (Spring 2014-2015) in May-June, 2015. This research will help to examine whether English courses are meeting the engineering students' language needs at EMU. The findings are interpreted to have implications for ESP syllabus designers and EFL practitioners. I am going to use three instruments to collect data, such as questionnaires with 50-100 Engineering students who are enrolled in ENGL 191 and 192 courses;   instructor Interview (4 - 5 English teachers), and classroom observations (around 3-5 English language teachers at about 10-15 hours of observation for all).

Questionnaire: This questionnaire investigates the students' needs in ESP courses. It aims to find out what kinds of language skills and what learning styles learners have. This questionnaire composes of two parts; the first part collects information about the student's background such as their nationalities, gender, ESP courses that they

are taking in this semester (Spring 2015) and their learning background of the English language. The second part divides into two parts: (a) language skills (reading, writing, speaking and listening), and (b) learning styles (study skills and learning activities). Thus, this part includes 38 items related to language skills and learning styles with options (Yes, No, Not Sure). Students should choose one of the options regarded their language skills, and learning styles. The language skills part is composed of four sections: writing, reading, listening, and speaking. Writing skill section composes of 10 statements. These statements ask students about their needs in terms of writing skill. Reading skill section composed of 5 statements and followed by speaking skill section which is composed of 8 statements. The speaking skill section aims to find out the students' needs in terms of speaking skill in English language courses. Finally, the last section focuses on listening skills and it composes of four statements which are investigating the learners' needs in terms of listening skill. Learning styles section divides into two sections: study skills and learning activities. Study skills section composes of five statements and investigates the comfortable way students need to study English language courses. The second section focuses on activities that learners need in order to learn English language courses and composes of four statements.

Teachers' Interview

This study uses an interview for teachers in order to obtain the data from ESP teachers. The aim of this interview is to find out what the teachers think that their learners need of ESP courses in terms of language skills, learning styles and the way these books are presented in the classroom. This interview composes of five parts: the first part asks teachers about their background information such as teaching experience, nationality, gender, and which English course they taught. The second

part asks general information about activities and the way they are presented ESP courses. The third part asks about language skills (writing, reading, listening and speaking). The forth part composes questions about learning styles (study skills and activities). The last part asks a general question about the future of these courses.

Classroom Observations:

The researcher conducts observations for ESP courses. The aim of these observations is to observe the learning styles, the way that the ESP books are presented and activities that the teachers used in their class to teach language skills. The researcher prepares a checklist to take note. The checklist composes of two parts; the first part relates to classroom background which includes: the code of the course, teacher name, and class time. Part two includes two categories; language skills and learning styles. The first category includes the observation of language skills (writing, reading, listening and speaking) .The second category includes observation about learning styles (study skills and teaching activities).

Significance of the Study

The result of this study is more significant for learners, teachers and material designers. It will provide students with enough information about their needs. The result also can be seen as a guide line for teachers who teach in this context. The material designers and developers can take benefit from the result of this study to design appropriate material in order to meet students need in this context or around the world.

Thanks for your cooperation